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The North Carolina Board of Higher Education was established in 1955 for the purpose of planning and promoting the development of "a sound, vigorous, progressive, and coordinated system of higher education in the State of North Carolina." This report deals with the Board's activities from January 1, 1967 to December 31, 1968, many of which were directed toward the development of a long-range plan for higher education in the State. As background for this plan, 74 studies were undertaken with a focus on the public senior institutions of higher education and the maintenance of strong dual systems of private and public higher education. The 1968 report of the long-range plan dealt with the current adequacy and future needs of higher education in North Carolina. Other activities included planning, research, providing information, assigning the major functions of and determining the types of degrees to be awarded by the state's public senior colleges. The Board also licensed new degree-granting institutions and administered 2 state-wide programs under Title I of the Higher Education Act of 1965 which were directed toward solving community problems in the areas of employment, health, government, and community economic development. A complete chapter of the report is devoted to highlights of several other duties performed by the Board during the 2-year period. (WM)

ED029608

NORTH CAROLINA BOARD OF HIGHER EDUCATION
Biennial Report, 1967-1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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SPECIAL REPORT 3-69 (MARCH 1969)
NORTH CAROLINA BOARD OF HIGHER EDUCATION
RALEIGH, NORTH CAROLINA

North Carolina Board of Higher Education

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March 1, 1969

To The Honorable Robert W. Scott

and

The General Assembly Session of 1969

and

The Public Institutions of Higher Education in North Carolina

The Board of Higher Education is privileged to submit its biennial report in accordance with Chapter 116 - Article 16, Section 154 of the General Statutes of North Carolina, which requires that the Board prepare and publish biennially a report to the Governor, the General Assembly, and the public institutions of higher education setting forth the progress, needs and recommendations to the Board.

Please note that this Report covers the period from January 1, 1967, through December 31, 1968.

Watts Hill, Jr., Chairman

Lindsay C. Warren, Jr., Vice Chairman

Mrs. Harry P. Horton, Secretary

John F. Corey, Recording Secretary

PREFACE

This report covers the activities of the North Carolina Board of Higher Education and higher education in general during the period January 1, 1967, through December 31, 1968. The primary effort of the Board during these two years has been, in cooperation with the colleges and universities, the development of a long-range plan for higher education in North Carolina. The development of this plan is fully reported in another Board of Higher Education publication, _Planning for Higher Education in North Carolina_, November 1968 (497 pages). The details of the plan and of the 74 studies upon which the plan is based are not included in this report; only the recommendations and other significant information in reference to the long-range plan are included. Other activities of the Board are fully covered, however, and it is hoped the publication will serve as a valuable reference document concerning higher education.

Cameron P. West
Director of Higher Education

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CHAPTER I

HIGHER EDUCATION IN NORTH CAROLINA

The North Carolina Constitution (1868) affirms that the privilege of education is the citizens' birthright and sets forth the state's obligation to maintain that right and encourage its fulfillment. The colleges and universities are an important part of the educational spectrum in North Carolina which begins in the elementary schools and extends through graduate and professional education.

The 71 public and private institutions of higher education* in North Carolina, more than in any other state in the South except Texas, differ greatly in sponsorship, organizational structure, size of enrollment and degree offerings. There are 29 public institutions, consisting of 16 senior colleges and universities and 13 community colleges. The 42 private and church-related institutions include 28 senior colleges and universities and 14 junior colleges. There are in addition three Bible colleges and a theological seminary.

These institutions in fall 1968 enrolled a total of 126,839 students**, and ranged in size from 51 students at Vardell Hall, a private junior college, to 16,233 at the University of North Carolina at Chapel Hill, which opened its doors in 1795 as the nation's first state-supported university.

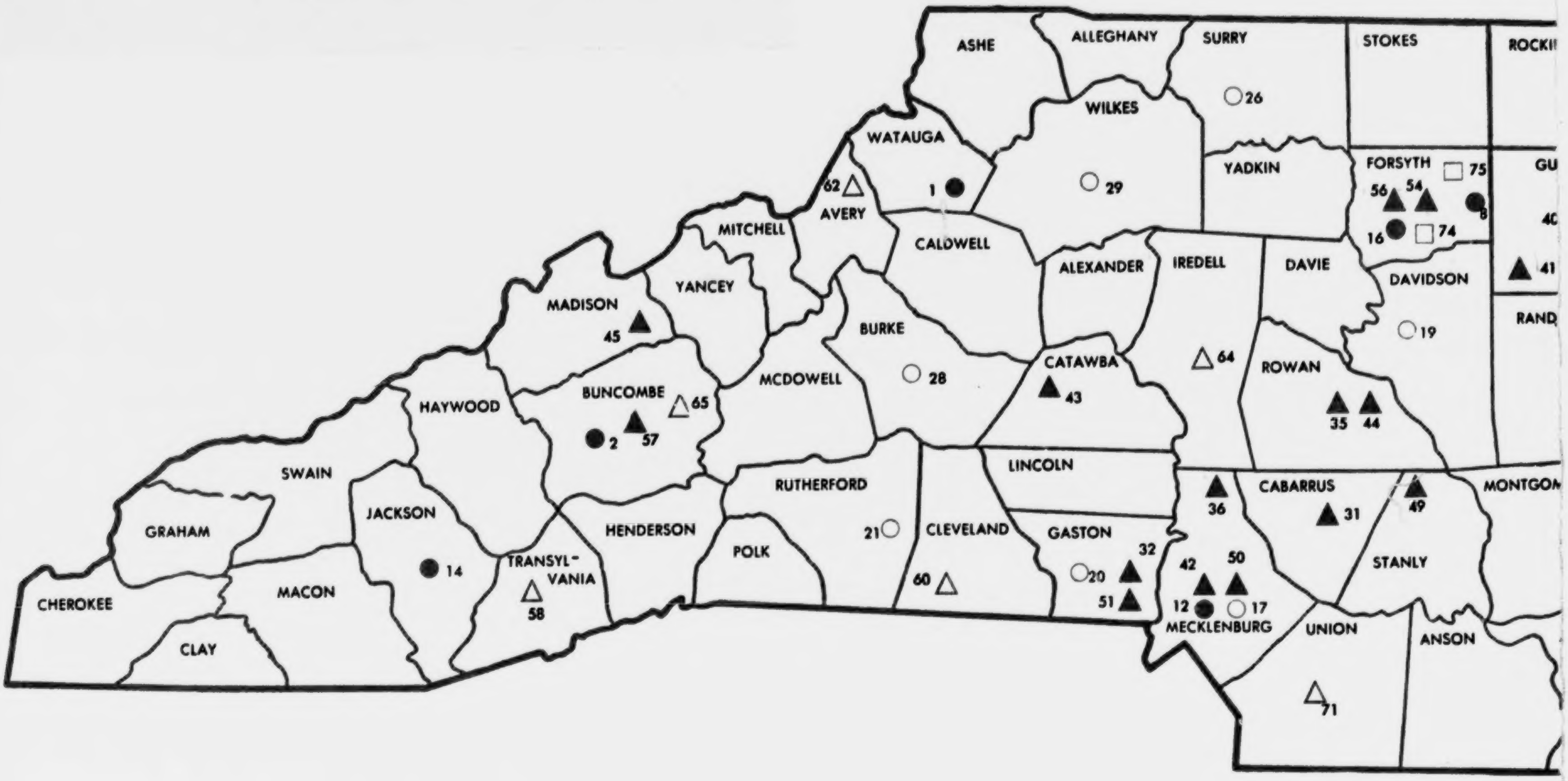
---

*See Appendix G for a list of the institutions with names of chief administrative officers and enrollments.

**Includes 7,170 students enrolled in college parallel curricula in public community colleges. Excludes 19,739 students enrolled in vocational and technical curricula of technical institutes and community colleges.

NORTH CAROLINA

FALL 1968



ASHE
ALLEGHANY
SURRY
STOKES
ROCKI
26
WATAUGA
WILKES
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29
62
AVERY
YADKIN
FORSYTH
75
GU
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54
8
16
74
40
41
MITCHELL
CALDWELL
ALEXANDER
IREDELL
DAVIE
DAVIDSON
RAND
MADISON
YANCEY
45
BURKE
19
CATAWBA
64
ROWAN
BUNCOMBE
65
MCDOWELL
28
43
HAYWOOD
2
57
35
44
SWAIN
RUTHERFORD
LINCOLN
CABARRUS
MONTGOM
36
49
31
JACKSON
GRAHAM
HENDERSON
21
CLEVELAND
GASTON
32
42
50
14
TRANSYLVANIA
POLK
STANLY
CHEROKEE
MACON
58
60
20
51
12
17
MECKLENBURG
UNION
ANSON
CLAY
71

PUBLIC INSTITUTIONS

● SENIOR COLLEGES

1 Appalachian State University
2 Asheville-Biltmore College
3 East Carolina University
4 *Elizabeth City State College
5 *Fayetteville State College
6 *North Carolina Agricultural and Technical State University
7 *North Carolina College at Durham
8 North Carolina School of the Arts
9 North Carolina State University at Raleigh
10 Pembroke State College
11 University of North Carolina at Chapel Hill
12 University of North Carolina at Charlotte
13 University of North Carolina at Greensboro
14 Western Carolina University
15 Wilmington College
16 *Winston-Salem State College

○ COMMUNITY COLLEGES

17 Central Piedmont Community College
18 College of the Albemarle
19 Davidson County Community College
20 Gaston College
21 Isothermal Community College
22 Lenoir County Community College
23 Rockingham Community College
24 Sandhills Community College
25 Southeastern Community College
26 Surry Community College
27 Wayne Community College
28 Western Piedmont Community College
29 Wilkes Community College

PRIVATE INSTITUTIONS

▲ SENIOR COLLEGES

30 Atlantic Christian College
31 *Barber-Scotia College
32 Belmont Abbey College
33 *Bennett College
34 Campbell College
35 Catawba College
36 Davidson College
37 Duke University
38 Elon College
39 Greensboro College
40 Guilford College
41 High Point College
42 *Johnson C. Smith University
43 Lenoir Rhyne College
44 *Livingstone College
45 Mars Hill College
46 Meredith College
47 Methodist College
48 North Carolina Wesleyan College
49 Pfeiffer College
50 Queens College
51 Sacred Heart College
52 St. Andrews Presbyterian College
53 *Saint Augustine's College
54 Salem College
55 *Shaw University
56 Wake Forest University
57 Warren Wilson College

△ JUNIOR COLLEGES

58 Brevard College
59 Chowan College
60 Gardner-Webb Junior College
61 *Kittrell College
62 Lees-McRae College
63 Louisburg College
64 Mitchell College
65 Montreat-Anderson College
66 Mount Olive Junior College
67 Peace College
68 St. Mary's Junior College
69 Southwood College
70 Vardell Hall
71 Wingate College

■ THEOLOGICAL SEMINARY

72 Southeastern Baptist Theological Sem

□ BIBLE COLLEGES

73 John Wesley Bible College
74 Piedmont Bible College
75 Southern Pilgrim College

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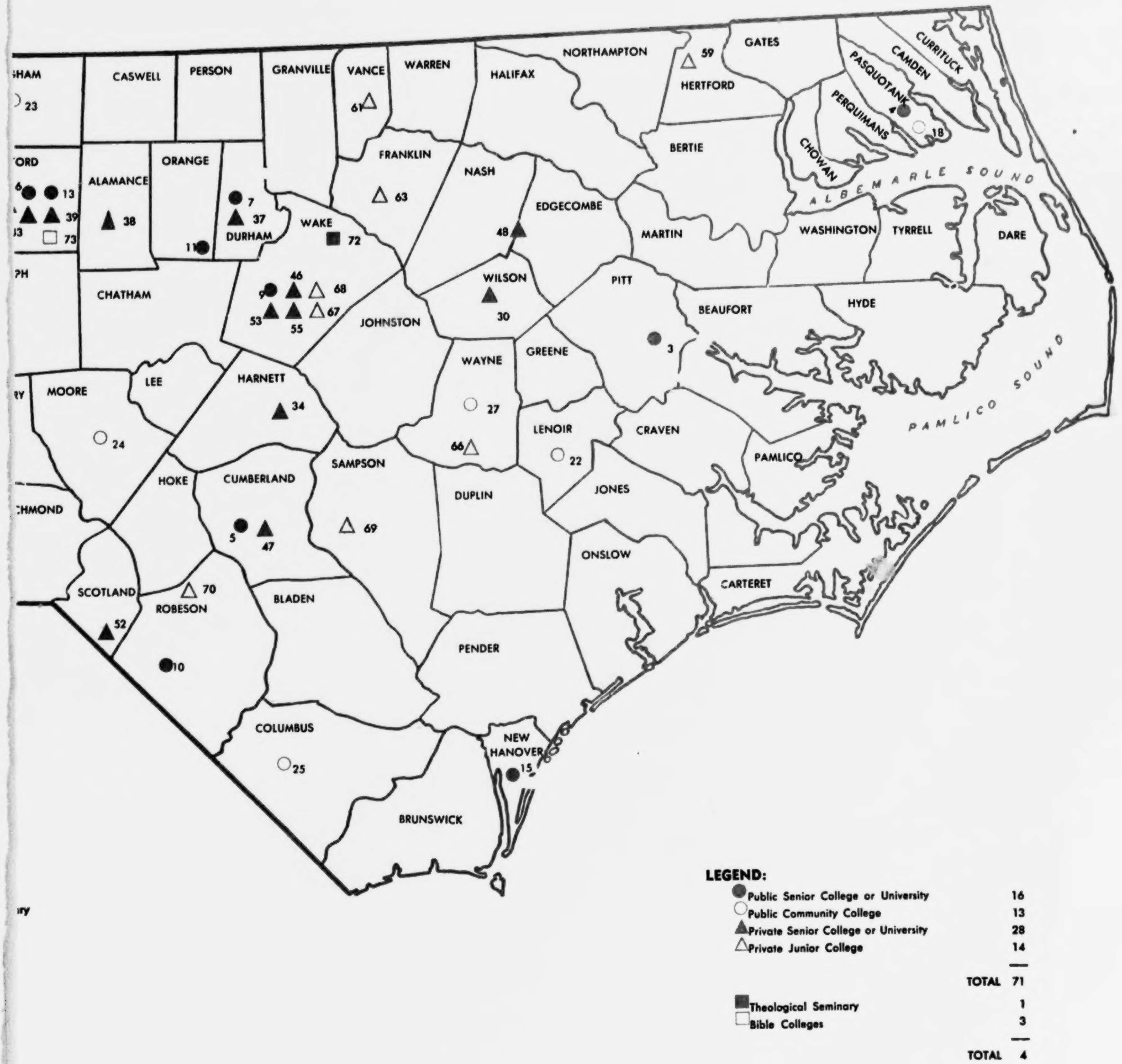
* Attended predominantly by Negroes



CASWELL
PERSON
GRANVILLE
VANCE
WARREN
NORTHAMPTON
GATES
CURRITUCK
CAMDEN
PASQUOTANK
PERQUIMANS
CHOWAN
HERTFORD
HALIFAX
BERTIE
ALAMANCE
ORANGE
DURHAM
WAKE
FRANKLIN
NASH
EDGECOMBE
MARTIN
WASHINGTON
TYRRELL
DARE
ALBEMARLE SOUND
CHATHAM
WILSON
PITT
BEAUFORT
HYDE
JOHNSTON
WAYNE
GREENE
MOORE
LEE
HARNETT
LENOIR
CRAVEN
PAMLICO
PAMLICO SOUND
HOKE
CUMBERLAND
SAMPSON
DUPLIN
JONES
ONSLOW
CARTERET
SCOTLAND
ROBESON
BLADEN
PENDER
COLUMBUS
NEW HANOVER
BRUNSWICK
23
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LEGEND:
● Public Senior College or University 16
○ Public Community College 13
▲ Private Senior College or University 28
△ Private Junior College 14
TOTAL 71
■ Theological Seminary 1
□ Bible Colleges 3
TOTAL 4

TABLE I

NUMBER OF DEGREES CONFERRED BY NORTH CAROLINA PUBLIC AND PRIVATE COLLEGES AND UNIVERSITIES BY INSTITUTION, 1966-67 AND 1967-68

Institution	Bachelor's			1st Professional			Master's			Doctor's		
	1966-67	1967-68	% Change	1966-67	1967-68	% Change	1966-67	1967-68	% Change	1966-67	1967-68	% Change
PUBLIC INSTITUTIONS												
N.C. State University	1,245	1,339	7.6%	-	-	-	357	390	9.2%	123	102	-17.1%
UNC-Chapel Hill	2,009	2,138	6.4	254	249	-2.0%	820	897	9.4	155	213	37.4
UNC-Charlotte	116	189	62.9	-	-	-	-	-	-	-	-	-
UNC-Greensboro	634	711	12.1	-	-	-	185	198	7.0	2	2	-
Appalachian	612	753	23.0	-	-	-	357	389	9.0	-	-	-
Asheville-Biltmore	54	73	35.2	-	-	-	-	-	-	-	-	-
East Carolina	1,141	1,209	6.0	1	-	-	218	271	24.3	-	-	-
Elizabeth City	158	196	24.0	-	-	-	-	-	-	-	-	-
Fayetteville	138	124	-10.2	-	-	-	-	-	-	-	-	-
N.C. A and T	254	445	75.2	-	-	-	79	83	5.1	-	-	-
N.C. College	322	376	16.8	6	7	16.7	128	82	-35.9	-	-	-
N.C. School of Arts	2	8	300.0	-	-	-	-	-	-	-	-	-
Pembroke	195	225	15.4	-	-	-	-	-	-	-	-	-
Western Carolina	414	577	39.4	-	-	-	109	153	40.4	-	-	-
Wilmington	158	148	-6.3	-	-	-	-	-	-	-	-	-
Winston-Salem	155	207	33.5	-	-	-	-	-	-	-	-	-
PUBLIC TOTAL	7,607	8,718	14.6	261	256	-1.9	2,253	2,463	9.3	280	317	13.2
PRIVATE INSTITUTIONS												
Atlantic Christian	298	333	11.7	-	-	-	-	-	-	-	-	-
Barber-Scotia	53	76	43.4	-	-	-	-	-	-	-	-	-
Belmont Abbey	118	128	8.5	-	-	-	-	-	-	-	-	-
Bennett	104	113	8.6	-	-	-	-	-	-	-	-	-
Campbell	362	442	22.1	-	-	-	-	-	-	-	-	-
Catawba	150	170	13.3	-	-	-	-	-	-	-	-	-
Davidson	227	237	4.4	-	-	-	-	-	-	-	-	-
Duke	842	955	13.4	251	249	-0.8	297	290	-2.4	158	181	14.6
Elon	167	239	43.1	-	-	-	-	-	-	-	-	-
Greensboro	102	102	-	-	-	-	-	-	-	-	-	-
Guilford	223	284	27.4	-	-	-	2	-	-	-	-	-
High Point	216	224	3.7	-	-	-	-	-	-	-	-	-
J.C. Smith	160	156	-2.5	-	5	-	-	-	-	-	-	-
Lenoir Rhyne	299	291	-2.7	-	-	-	-	-	-	-	-	-
Livingstone	149	117	21.5	7	-	-	-	1	-	-	-	-
Mars Hill	236	255	8.0	-	-	-	-	-	-	-	-	-
Meredith	173	184	6.4	-	-	-	-	-	-	-	-	-
Methodist	86	130	51.2	-	-	-	-	-	-	-	-	-
N.C. Wesleyan	81	93	14.8	-	-	-	-	-	-	-	-	-
Pfeiffer	135	146	8.1	-	-	-	-	-	-	-	-	-
Queens	137	148	8.0	-	-	-	-	-	-	-	-	-
Sacred Heart	-	-	-	-	-	-	-	-	-	-	-	-
St. Andrews	158	178	12.6	-	-	-	-	-	-	-	-	-
St. Augustine's	117	114	-2.6	-	-	-	-	-	-	-	-	-
Salem	95	88	-7.4	-	-	-	-	-	-	-	-	-
Shaw	100	117	17.0	-	-	-	-	-	-	-	-	-
Wake Forest	464	494	6.5	120	115	-4.2	51	61	19.6	-	6	-
Warren Wilson	-	-	-	-	-	-	-	-	-	-	-	-
PRIVATE TOTAL	5,252	5,814	10.7	378	369	-2.4	350	352	0.6	158	187	18.4
GRAND TOTAL	12,859	14,532	13.0	639	625	-2.2	2,603	2,815	8.1	438	504	15.1

As recently as 1958, students were enrolled in North Carolina's public and private institutions of higher education in about equal proportions. By fall 1968 the percentage distribution of students had changed to 62 percent (79,076) in the public and 38 percent (47,763) in the private institutions, a shift of about one percent each year in the ten-year period. This shift does not represent enrollment decreases in the private institutions in the decade, but it does reflect a much faster rate of growth in the public ones.

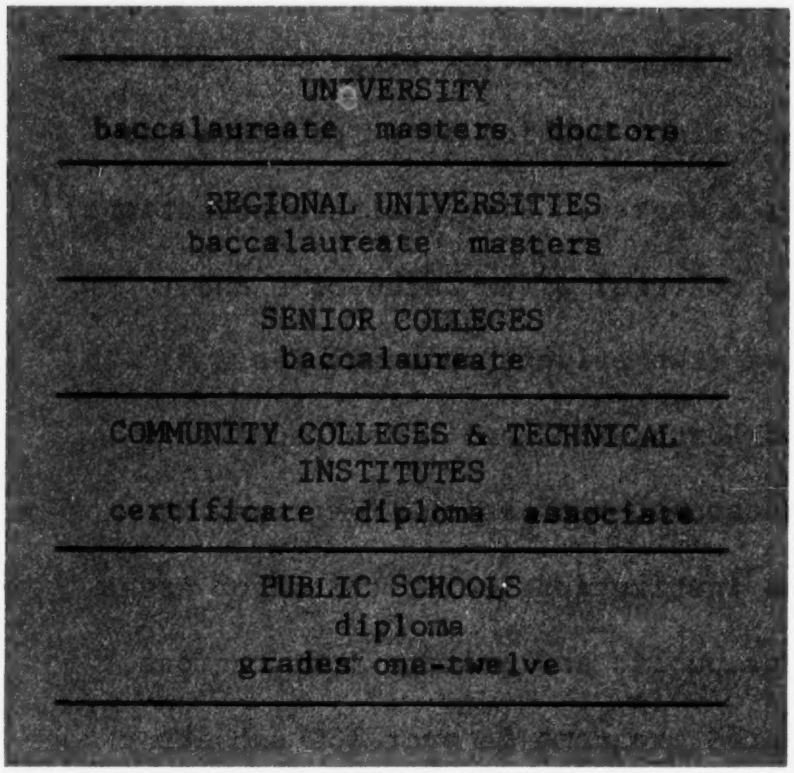
The 27 two-year colleges (14 private and 13 public) offer associate degrees in technical, terminal, and college parallel programs. Thirty-four senior colleges (26 private and eight public) offer programs now extending only through the bachelor's degree. Five public institutions (four regional universities and one college) offer bachelor's and master's degrees. Five universities (two private universities and three campuses of the University of North Carolina) offer bachelor's, master's, doctor's, and, in most instances, professional degrees.

Degree programs offered by the institutions cover the major areas of knowledge. In 1967 the 44 senior public and private institutions, for example, offered bachelor's degree programs in over 160 subject areas ranging from accounting to zoology. Ten institutions offered master's degrees in 170 subject areas; seven institutions offered doctor's degrees in 80 subject areas; and seven institutions offered first professional degrees in 18 areas. For a few degree programs of high cost but moderate enrollment demand the State sends students to selected out-of-state institutions through cooperative arrangements administered by the Southern Regional Education Board.

I. THE PUBLIC INSTITUTIONS OF HIGHER EDUCATION

The structure of public education in North Carolina is based on five levels of instruction. The foundation consists of 2,097 elementary and junior and senior high schools with responsibility for grades one through twelve. These schools enrolled a total of 1,195,583 pupils in fall 1968. The high schools graduated 62,592 students in spring 1968. The responsibility of providing and managing the uniform system of public schools is that of the General Assembly, the State Board of Education, and the State Superintendent of Public Instruction. The 157 individual school administrative units throughout the State are governed by local school boards, either appointed by the General Assembly or elected locally.

Figure 2. Structure of Public Education in North Carolina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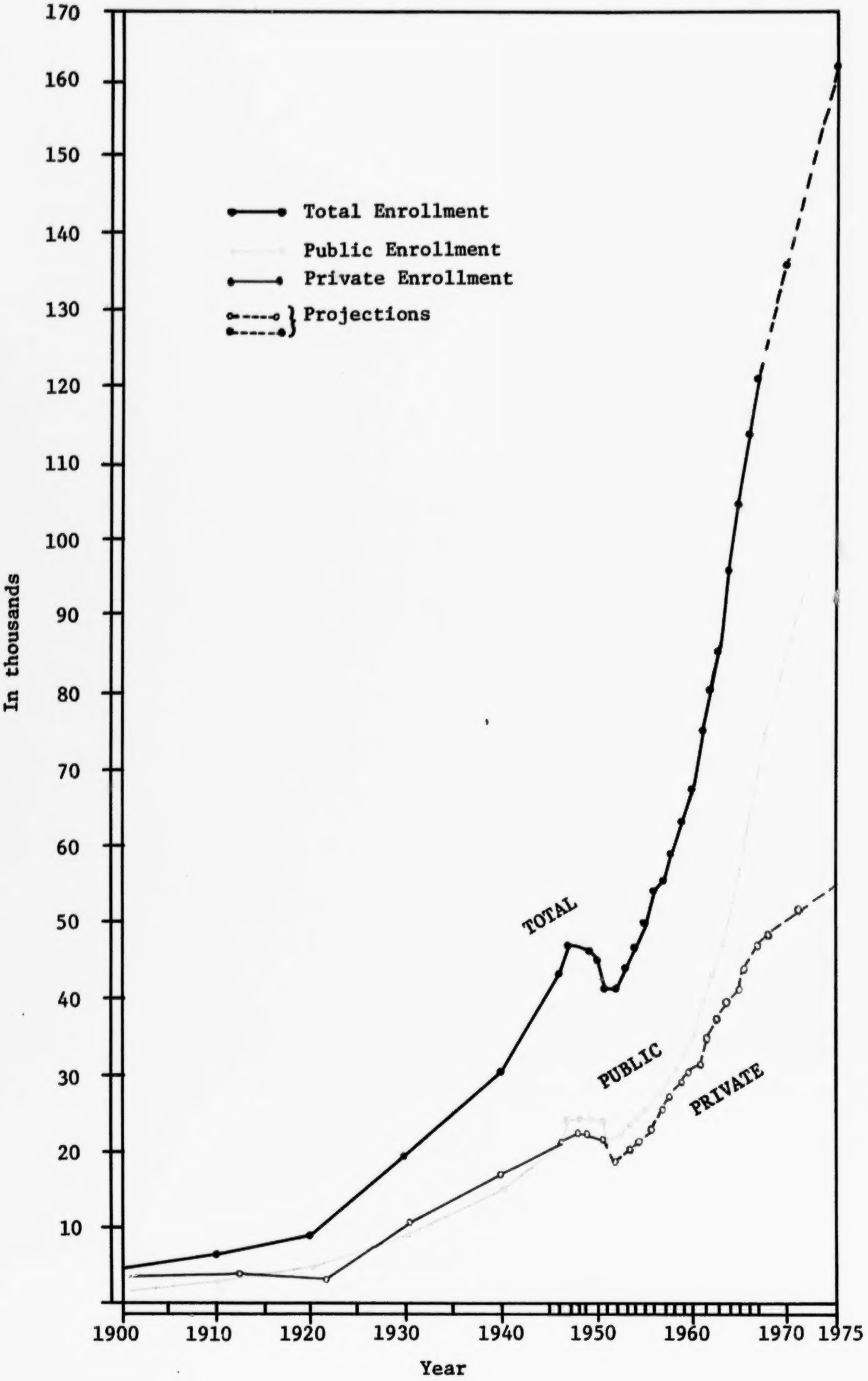
baccalaureate masters doctors
REGIONAL UNIVERSITIES
baccalaureate masters
SENIOR COLLEGES
baccalaureate
COMMUNITY COLLEGES & TECHNICAL INSTITUTES
certificate diploma associate
PUBLIC SCHOOLS
diploma
grades one-twelve

The remaining four levels of the structure are made up of institutions beyond the high school: community colleges and technical institutes, senior colleges, regional universities, and the University of North Carolina. The principal focus of this report is on the senior colleges and universities.

Community colleges and technical institutes. The 1957 General Assembly enacted a Community College Act which related community colleges to the

Figure 3. College Enrollment Trend in North Carolina, 1900-1968, and Projections, 1969-1975



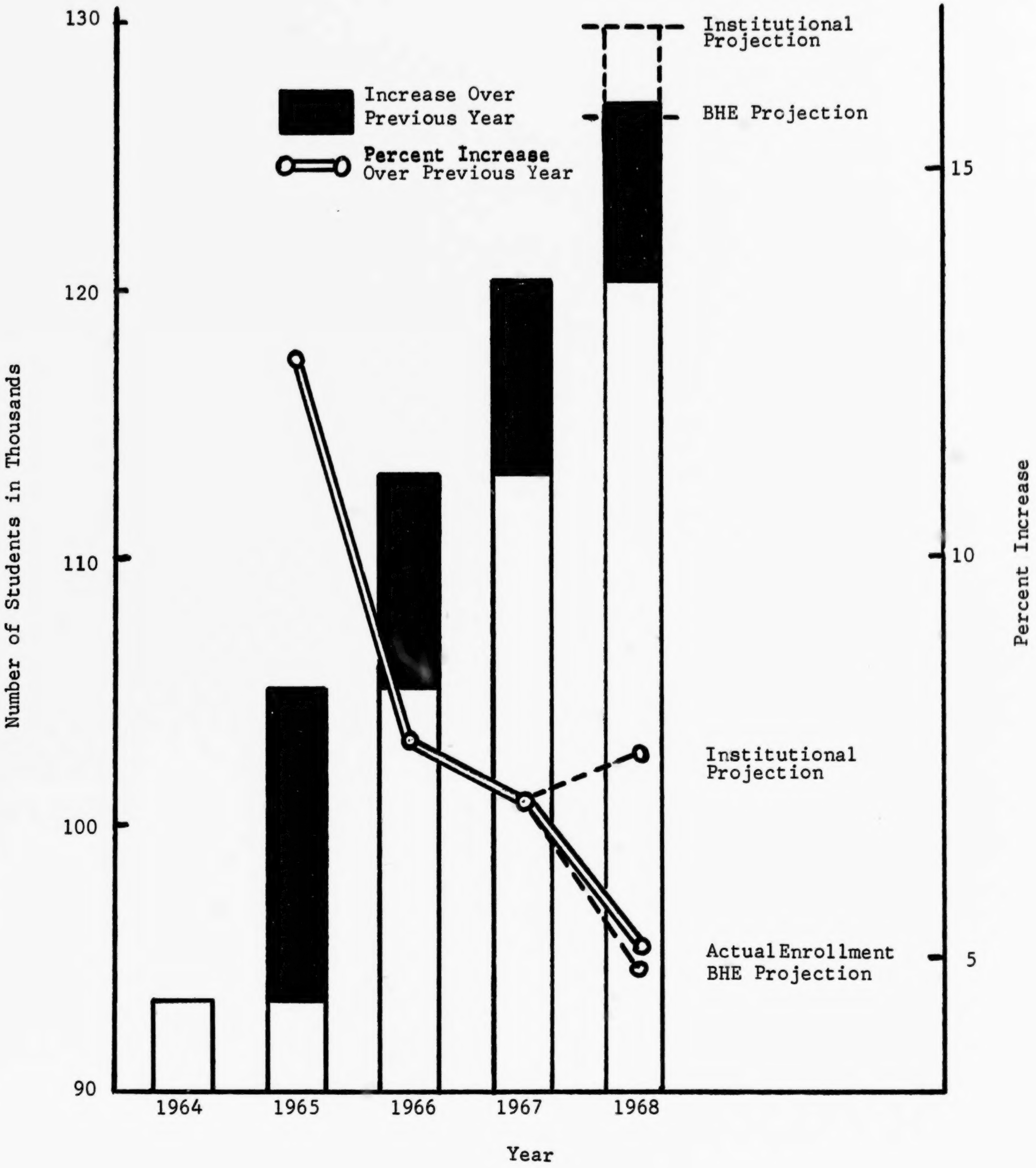
Board of Higher Education but limited state support to college parallel programs and technical programs of college grade. Between 1957 and 1963, three pre-existing municipal junior colleges (Asheville-Biltmore, Charlotte, and Wilmington) and two new community colleges (College of the Albemarle and Gaston College) operated under the provisions of that Act.

The 1957 General Assembly also established a system of industrial education centers (vocational and technical) under the State Board of Education. By 1963 there were 20 industrial education centers, and the need to add general education curricula in those institutions was becoming apparent.

In order to provide for the optimum development of post-high school programs below the baccalaureate level, and to bring together two separate systems which in many ways were becoming more and more alike, the 1963 General Assembly (following the recommendation of the 1962 Report of the Governor's Commission on Education Beyond the High School) combined the previous community college system and industrial education center system into a new community college system. The new community college system, with comprehensive vocational, technical, adult, and college parallel programs, was made a responsibility of the State Board of Education operating through a new State Department of Community Colleges.

The community college system in North Carolina now consists of 50 institutions--37 technical institutes and 13 community colleges. Technical institutes offer adult education, vocational, and trade programs of up to a year's length, plus one- and two-year technical programs, with certificates and diplomas appropriate to each. They also offer college preparatory programs for those whose high school preparation

Figure 4. Number and Percent Increase in Total College Enrollment (Public and Private), 1964 to 1968



has not enabled them to meet minimum college admissions standards. Community colleges, in addition to offering programs comparable to those available in technical institutes, also offer two-year college parallel curricula in the arts and sciences leading to the associate degree. In the fall of 1968 these institutions enrolled a total of 26,910 students--7,170 in college parallel programs, 12,832 in technical, and 6,908 in vocational programs.

Each community college and technical institute has a 12-member board of trustees, eight chosen by local boards of education and county commissioners, and four appointed by the Governor. The State Board of Education, however, serves as a single coordinating agency and maintains extensive control over the community college system through approval of sites, buildings, building plans, budgets, and the selection of chief administrators. It also established and maintains standards for professional personnel, curricula, admissions, and graduation; and regulates tuition and special fees, accounting procedures, and the awarding of diplomas and degrees. The State Board of Education is assisted by a 123-member Community College Advisory Council which includes two representatives from the State Board of Higher Education and 11 representatives of senior colleges and universities.

Senior colleges. There are eight public institutions which now offer programs leading only to the baccalaureate degree. Excluding the University of North Carolina at Charlotte (discussed below), each of the seven other institutions offering programs only at this level is governed by a 12-member board of trustees appointed by the Governor for overlapping eight year terms. These seven institutions are: Pembroke State College, created originally as a school for Lumbee Indians but no longer restrictive in its enrollment policies; Elizabeth City State College, Fayetteville State College, and Winston-Salem State College, general purpose institutions attended predominantly by Negro students; Asheville-Biltmore College and Wilmington College, former community colleges converted to senior colleges by the 1963 General Assembly; and the North Carolina School of the Arts, created by the 1963 General Assembly as a special purpose institution enrolling students from junior high school through college.

Five of the seven colleges listed above may not, by statute, provide programs beyond the bachelor's degree. Two (Asheville-Biltmore and Wilmington), in addition to undergraduate instruction, may also provide such graduate or professional programs at the master's degree level as shall be approved by the North Carolina Board of Higher Education, but they do not offer such programs at this time. College enrollment in these seven institutions in fall 1968 totaled 7,323 students, 11 percent of the enrollment in the public senior institutions.

Regional universities. There are five public institutions which offer programs through the master's degree level. These are Appalachian State University, East Carolina University, North Carolina Agricultural and Technical State University, North Carolina College at Durham, and Western Carolina University.

Four of these institutions were designated by the 1967 General Assembly as regional universities. Under the statutes the primary purpose of each regional university is the preparation of young men and women as teachers, supervisors, and administrators for the public schools of North Carolina, including preparation for the master's degree. They may also offer instruction in the liberal arts and sciences, including preparation for the master's degree, and conduct research that will increase their abilities to carry out and enlarge their stated responsibilities as approved by the Board of Higher Education. Other institutions that for at least 10 years have been authorized to grant the master's degree may under the statute apply to the Board of Higher Education requesting redesignation as regional universities subject to the final approval of the General Assembly.

The law provides that "not later than July 1, 1972, the State Board of Higher Education. . .shall study the effectiveness of the regional universities and their proper future role and status in the State system of public higher education, and shall make a report to the General Assembly setting forth its findings and recommendations on that subject. The study shall include, but not be limited to, consideration of the continuation of the existing arrangements, the establishment of a single board of trustees for all regional universities, and the conversion of one or more of the regional universities into campuses of the University of North Carolina."

Most of these institutions initially had as their primary purpose the education of teachers for the schools. They have progressed through several stages of development to become general purpose in their academic programs.

Each of these five institutions is governed by a 12-member board of trustees appointed by the Governor for overlapping eight year terms. Enrollment in these institutions totaled 26,034 in fall 1968, 37 percent of the enrollment in the public senior institutions.

Consolidated University of North Carolina. The Consolidated University of North Carolina was created in 1931 by combining three institutions (the University of North Carolina, North Carolina College of Agriculture and Engineering, and North Carolina College for Women) into one administrative unit with three campuses under one governing board of trustees. Charlotte College, a former community college which was converted to a senior college by the 1963 General Assembly, became the fourth campus of the University of North Carolina on July 1, 1965, following authorization by the 1965 General Assembly.

Total enrollment of the University (North Carolina State University, UNC-Chapel Hill, UNC-Charlotte, and UNC-Greensboro) in fall 1968 was 36,437 or 52 percent of the enrollment in the public senior institutions.

The 1963 General Assembly stipulated that authority to offer doctoral programs be restricted to the University of North Carolina and established procedures whereby additional campuses might be added to the University. Three units of the University offer programs at the doctor's level. The University of North Carolina at Charlotte is working toward full university status, but no programs beyond the bachelor's degree are offered at this time.

Policy for the University is determined by a Board of Trustees of 100 legislatively-elected members and several ex officio and honorary members. The membership must include at least ten women at all times.

TABLE II

GENERAL CHARACTERISTICS OF COLLEGE ENROLLMENT* IN NORTH CAROLINA, FALL 1968

Characteristics	Public Institutions		Private Institutions		All Institutions	
	Number	Percent	Number	Percent	Number	Percent
Jr. & Sr. Institutions						
2-Yr. Institutions	7,170**	9.1%	9,143	19.1%	16,313	12.9%
Sr. Institutions	71,906***	90.9	38,620****	80.9	110,526	87.1
Sex						
Men	47,253	59.8	26,676	55.9	73,929	58.3
Women	31,823	40.2	21,087	44.1	52.910	41.7
Full-Time & Part-Time						
Full-Time	64,722	81.8	45,538	95.3	110,260	86.9
Part-Time	14,354	18.2	2,225	4.7	16,579	13.1
Residence Status						
In-State	63,328	80.1	25,846	54.1	89,174	70.3
Out-of-State	15,748	19.9	21,917	45.9	37,665	29.7
Level of Instruction						
Freshman	24,057	30.4	16,146	33.8	40,203	31.7
Sophomore	15,878	20.1	11,771	24.7	27,649	21.8
Junior	12,881	16.3	7,362	15.4	20,243	16.0
Sr. & 5th Year	12,250	15.5	7,029	14.7	19,279	15.2
Special & Unclassified	3,349	4.2	1,868	3.9	5,217	4.1
Total Undergrad.	68,415	86.5	44,176	92.5	112,591	88.8
First Professional	1,076	1.4	1,841	3.8	2,917	2.3
Graduate	9,585	12.1	1,746	3.7	11,331	8.9
GRAND TOTAL	79,076	100.0	47,763	100.0	126,839	100.0

*Resident-credit enrollment only. This excludes students in extension, correspondence, adult education, auditors, short courses, and students enrolled for individual lessons only.

**College parallel programs only.

***Including military centers.

****Including theological seminary and Bible colleges.

Each General Assembly elects 25 trustees for eight year terms. The Governor serves as chairman, the State Superintendent of Public Instruction is a member *ex officio*, and all former governors serve as honorary members for life. The Board of Trustees works through a 15-member executive committee empowered to develop policies and a number of standing committees with specific responsibilities. In November 1966 the *Commission on the Study of the Board of Trustees of the University of North Carolina*, which was authorized by the 1965 General Assembly and of which former Governor Luther Hodges was chairman, recommended that the University Board of Trustees be progressively reduced to 24 members. The study, which included a number of other recommendations, was submitted to the Governor for transmission to the 1967 General Assembly. The 1967 General Assembly did not act upon the Commission's recommendations and no change was made in the membership of the Board.

II. STATE AGENCIES

Much of the control and many of the decisions concerning the development of public higher education in North Carolina are inherent in the state's budget-making process. Biennially each state agency and each public senior college and university, after hearings before the Advisory Budget Commission, submits its budget request to the Governor, as Director of the Budget.

The Advisory Budget Commission has six members: the chairmen of the House and Senate committees on Appropriations and Finance, plus two citizens appointed by the Governor for indefinite terms. Review and analysis of budget requests (operations and capital improvements) are responsibilities of this Commission, which may recommend increases, decreases, or deletions. For final action, the recommended budgets of educational institutions, incorporated with those of all other state agencies, are submitted to the General Assembly by the Advisory Budget Commission and the Governor, with the Governor's budget message. North Carolina is the only state in the nation in which the Governor does not have the power of veto; hence legislative action on budgetary and all other matters is final.

The Advisory Budget Commission also has other responsibilities related to institutions of higher education as well as to other state agencies. For example, the Commission, as the Board of Awards, must approve all contracts to purchase goods valued at more than $1,500. It also acts on the reallocation of funds among projects approved by the Legislature, and between sessions of the General Assembly may approve other expenditures.

The Department of Administration provides staff assistance to the Advisory Budget Commission and is the Governor's secretariat (Budget, Property Control, Purchase and Contract, General Services, etc.). Transfers among line items in institutional budgets may be made only with the approval of the Department of Administration.

There are also a number of other state agencies which have governing or line relationships to the educational institutions, or which have coordinating, advisory, or staff functions concerning them. For example, the responsibility for the approval of land purchases and for emergency appropriations from the Contingency and Emergency Fund between sessions of the General Assembly rests with the Council of State. The setting of terms of employment and compensation of those employees who are subject to the provisions of the State Personnel Act are functions of the State Personnel Department. In addition to its responsibilities with reference to the community college system, the State Board of Education, through the State Department of Public Instruction, evaluates and approves professional and academic teacher education programs in the public and private colleges and universities.

Eight programs of financial aid to college students, funded in whole or in part by state appropriations, are administered by five different state agencies: The State Department of Public Instruction (prospective teacher scholarship-loan programs, training of teachers of mentally retarded children, and scholarships to physically handicapped students), the North Carolina Department of Veteran Affairs (scholarships to children of deceased or disabled war veterans), the North Carolina Medical Care Commission (scholarships to medical and paramedical students), the State Department of Mental Health (scholarships to students in certain mental health fields), and the State Board of Higher Education (the College Work-Study Program), and the State Education Assistance Authority (low-interest guaranteed student loan program).

There are a number of federal programs in higher education which must be administered at the State level. In North Carolina the administration of these programs is the responsibility of several different agencies. The Board of Higher Education, by Executive Order of the

Governor, administers 1) Community Service and Continuing Education Programs authorized under Title I of the Higher Education Act of 1965; and 2) the program of the State Education Assistance Authority, the state agency which insures student loans under Title IV-B of the Higher Education Act of 1965.

The State Technical Services Program is administered by the Department of Administration with the operational assistance of North Carolina State University. Certain programs (undergraduate academic facilities construction grants, equipment and minor renovation grants, and comprehensive facilities planning funds) of the Higher Education Facilities Act of 1963 are administered by the North Carolina Commission on Higher Education Facilities. Public and private two-year and senior colleges and universities are eligible to participate in all of the above-named federal programs. In addition to federal programs which must be administered at the state level, there are numerous other federal programs in which relationships between the institutions and federal agencies are bilateral, not involving state agencies.

Legal responsibility to "plan and promote the development of a sound, vigorous, progressive, and coordinated system of higher education in North Carolina" rests with the Board of Higher Education. The Board of Higher Education Act was enacted by the 1955 General Assembly, and was amended by the 1957, 1959, and 1965 General Assemblies. The Board now consists of 15 members, nine appointed by the Governor for six year terms and six trustees of public senior institutions appointed for two year terms.

As mentioned above, the Governor in 1965 designated the Board of Higher Education as the State agency to administer two federal programs in higher education. It also administers the student contract program of the Southern Regional Education Board. Further, the Board administers funds appropriated to it by the 1967 General Assembly, on the recommendation of the Advisory Budget Commission, for special financial assistance to the public Negro colleges, for the College Work-Study Program, and for the establishment of offices of institutional research in all public senior colleges and universities.

In addition to the functions enumerated above, the Board of Higher Education acts on proposals for new degree programs in public senior institutions, licenses private colleges to grant degrees, carries out statewide studies and research in higher education, and serves as a major clearinghouse of information on higher education. Despite these administrative and statutory responsibilities, the Board's role is essentially advisory. It has responsibility to advise the Governor, the General Assembly, and the colleges and universities on matters related to higher education.

The public schools and institutions of higher education are related in a variety of ways at the state level. The Governor, for example, is chairman of the University Board of Trustees; he also appoints some or all of the members of boards of trustees of the community colleges, the State Board of Education, the senior colleges, and the Board of Higher Education. The State Superintendent of Public Instruction, the Lieutenant Governor, and the State Treasurer are members of the State Board of

Education. The law provides that the Board of Higher Education have a member who is also a member of the State Board of Education; and, as pointed out earlier, two representatives of the Board of Higher Education are members of the 123-member Community College Advisory Council of the State Board of Education.

The 1967 enabling legislation that made possible the state's membership in the Education Commission of the States, which is concerned with all of education, also provided for the establishment of the North Carolina Education Council. The Council has not been appointed. If it were appointed, membership would consist of the Governor and four to nine members appointed by the Governor, two members of the General Assembly selected by the respective houses; and as *ex officio* members, the chairmen of the State Board of Education and the Board of Higher Education, the State Superintendent of Public Instruction, and the Director of Higher Education. This Council if appointed would provide for the first time a statutory mechanism for bringing together those with responsibilities relating to all segments of public education in North Carolina.

CHAPTER II

THE BOARD OF HIGHER EDUCATION

By Joint Resolution the 1953 General Assembly created a Commission on Higher Education to study the "role and function of each of the State's institutions" and instructed the Commission to report its findings and recommendations to the 1955 General Assembly. The Commission's first recommendation was that a State Board of Higher Education be created. Its other recommendations related to the duties and responsibilities of the proposed Board. Acting upon the Commission's recommendations, the 1955 General Assembly created by statute the North Carolina Board of Higher Education as a planning and coordinating agency, not a governing board. The intended result of the Board's efforts is to assist in bringing about the best higher education in the State with the resources available.

D. Hiden Ramsey of Asheville served as the Board's first chairman (1955-59). He was succeeded by L. P. McLendon of Greensboro (1959-63), Oliver C. Carmichael of Asheville (1963-64), William A. Dees, Jr., of Goldsboro (1964-65), and Watts Hill, Jr., of Durham (July 1965 to present). There have been four directors: J. Harris Purks (1956-61), William C. Archie (1961-65), Howard R. Boozer (September 1965-November 1968), and Cameron P. West (December 1968 to present).

Throughout the years since its creation, the North Carolina Board of Higher Education, in attempting to carry out its statutory mandate, has given attention to a number of activities important to higher education in the State and important to the development of a State "system" of higher education. For example, through 1966 (prior to the period covered by this biennial report), the Board's activities concerned, among many things, the defining of functions of public senior colleges, the creation of a community college system, coordination of off-campus services, the improvement of teacher education, uniform admissions testing, year-round operation of colleges, closed-circuit television for instruction, student aid, computer usage and computer science curricula, transfer students, Negro higher education, the administration of several federal programs, and numerous other matters.

I. PURPOSE AND RESPONSIBILITIES

From the date of its creation the purpose of the Board has been "to plan and promote the development of a sound, vigorous, progressive, and coordinated system of higher education in the State of North Carolina."

To carry out its purpose, the Board is legally charged with a number of responsibilities, the primary ones being "to plan and coordinate the major educational functions and activities of higher education in the State."

Other responsibilities, legal and delegated, include

1) Seeking the "cooperation of all of the institutions of higher education and of the other educational agencies in planning a system of higher education that will serve all the higher educational needs of the State and that will encourage a high standard of excellence in all institutions composing the system, each operating under the direction of

its own board of trustees in the performance of functions assigned to it."

2) Reducing unnecessary program duplication by allotting major functions and activities of and determining types of degrees to be awarded by each of the public institutions of higher education (excluding community colleges).

3) Identifying problems and unmet higher education needs of the State and initiating efforts to alleviate them.

4) Developing uniform information reporting practices by institutions.

5) Serving as a clearinghouse for the collection and dissemination of educational information and statistics through such means as conferences, committee activities, and publications (newsletters, research reports, special reports, and news releases).

6) Advising the General Assembly, the Governor, the Advisory Budget Commission, and the institutions on policies and problems of higher education.

7) Reviewing institutional budget requests to determine whether they are consistent with the primary purposes of each institution and with the functions and activities allocated to the institution by statute or by the Board.

8) Licensing all new degree-granting institutions of higher education, except community colleges.

9) Serving as a spokesman for higher education as a whole.

10) Providing a forum for the discussion of higher education problems.

11) Assessing and aiding in the evaluation of institutions and of academic programs as requested.

12) Administering federal, regional, and state programs and special projects and activities pertaining to higher education requiring statewide coordination.

13) Maintaining liaison and communication with a variety of organizations and agencies having an interest in higher education.

Article 16 of the General Statutes as revised by the 1965 General Assembly, the law under which the State Board of Higher Education operates, is reprinted in this report. See Appendix B.

II. ORGANIZATION OF THE BOARD

The General Statutes stipulate that the Board shall consist of 15 members, one of whom shall be a member of the State Board of Education to be appointed by the Governor, eight appointed by the Governor to represent the public at large, two selected by the Board of Trustees of the University from its membership, and four of whom shall be members of boards of trustees from four senior colleges (the Governor shall specify the colleges to be represented in rotation). The nine members appointed by the Governor shall serve for overlapping terms of six years and the six members who are trustees of institutions shall serve for terms of two years.

Membership. The terms of the following nine members of the Board expired on June 30, 1967:

Martin L. Brooks, M.D., Pembroke
S. E. Duncan, Salisbury
W. C. Harris, Jr., Raleigh
Mrs. Harry P. Horton, Pittsboro
John S. Stewart, Durham
Lindsay C. Warren, Jr., Goldsboro
James L. Whitfield, Raleigh
E. J. Whitmire, Franklin
Mrs. George D. Wilson, Fayetteville

The following three members of the Board were reappointed by Governor Moore for six-year terms, effective July 1, 1967: S. E. Duncan, Mrs. Harry P. Horton, and Lindsay C. Warren, Jr.

Mrs. George D. Wilson and W. C. Harris, Jr., were redesignated by the Board of Trustees of the University of North Carolina as members of the Board of Higher Education for a second two-year term, beginning July 1, 1967.

Four new members began two-year terms on the Board on July 1, 1967. They were designated by the boards of trustees of the institutions indicated, and are as follows: Addison Hewlett, Jr., Wilmington (Wilmington College); William B. Rankin, Lincolnton (Appalachian State University); Emil Rosenthal, Goldsboro (Fayetteville State College); and Clarence C. Watkins, Reidsville (North Carolina College).

The new members succeeded the following, who had completed two-year terms as designees of the institutions listed: Martin L. Brooks, M.D., Pembroke (Pembroke State College); John S. Stewart, Durham (North Carolina Agricultural and Technical State University); James L. Whitfield, Raleigh (East Carolina University); and E. J. Whitmire, Franklin (Western Carolina University).

After the death of Dr. Duncan on July 10, 1968, Governor Moore appointed Isaac H. Miller, Jr., President of Bennett College, as Dr. Duncan's successor.

The present fifteen members of the Board are listed below. Their terms expire on June 30 of the year indicated.

Gordon H. Greenwood, Black Mountain, 1969 (Member at Large)
W. C. Harris, Jr., Raleigh, 1969 (Trustee, University of North Carolina)

Addison Hewlett, Jr., Wilmington, 1969 (Trustee, Wilmington College)
Watts Hill, Jr., Durham, 1971 (Member at Large)
Mrs. Harry P. Horton, Pittsboro, 1973 (Member at Large)
J. P. Huskins, Statesville, 1971 (Member at Large)
J. Paul Lucas, Charlotte, 1971 (Member at Large)
Isaac H. Miller, Jr., Greensboro, 1973 (Member at Large)
Hubert M. Poteat, Jr., M. D., Smithfield, 1969 (Member at Large)
John A. Pritchett, Windsor, 1969 (Vice Chairman, State Board of Education)
William B. Rankin, Lincolnton, 1969 (Trustee, Appalachian State University)
Emil Rosenthal, Goldsboro, 1969 (Trustee, Fayetteville State College)
Lindsay C. Warren, Jr., Goldsboro, 1973 (Member at Large)
Clarence C. Watkins, Reidsville, 1969 (Trustee, North Carolina College at Durham)
Mrs. George D. Wilson, Fayetteville, 1969 (Trustee, University of North Carolina)

Officers. The General Statutes require that the Board elect annually from among its members a chairman, vice-chairman, and a secretary. Watts Hill, Jr., and Mrs. Harry P. Horton were reelected Chairman and Secretary, respectively, on July 22, 1967. Lindsay C. Warren, Jr., was elected Vice Chairman on July 22, 1967, succeeding Gordon H. Greenwood. At the Board's request, John F. Corey, Assistant Director, served as the Recording Secretary. On July 19, 1968, these officers were reelected. They are as follows:

Watts Hill, Jr., Chairman
Lindsay C. Warren, Jr., Vice Chairman
Mrs. Harry P. Horton, Secretary
John F. Corey, Recording Secretary

Committees. The Board works as a Committee of the Whole on continuing problems and designates *ad hoc* committees for special purposes. In addition, standing committees, working with the assistance of the staff, study questions related to particular areas of the Board's responsibilities and formulate recommendations for consideration and appropriate action by the Board. The standing committees include:

EXECUTIVE COMMITTEE*

Watts Hill, Jr., Chairman
Lindsay C. Warren, Jr.
Mrs. Harry P. Horton
Clarence C. Watkins
W. C. Harris, Jr.

EDUCATIONAL PROGRAMS COMMITTEE

Lindsay C. Warren, Jr., Chairman
Watts Hill, Jr.
Mrs. Harry P. Horton
J. Paul Lucas
William B. Rankin
Mrs. George D. Wilson

Advisory Committees. The Board is assisted by the following advisory committees, which consist of members having special competence in selected areas and who represent other organizations and agencies:

Advisory Council of Presidents (appointed by the State Board of Higher Education)

Academic Programs Committee (appointed by the State Board of Higher Education)

Advisory Committee on Computer Usage and Computer Science Curricula (appointed by the State Board of Higher Education)

Advisory Committee on Student Financial Aid (appointed by the State Board of Higher Education)

Interinstitutional Cooperation Advisory Committee (appointed by the State Board of Higher Education)

Interinstitutional Cooperation on Admissions Committee (appointed by the State Board of Higher Education)

Joint Committee for Administration of the Loan Fund for Prospective College Teachers (appointed by the State Board of Education and the State Board of Higher Education)

Joint Committee on College Transfer Students (appointed by the North Carolina Association of Colleges and Universities, North Carolina Association of Junior Colleges, State Board of Education, and State Board of Higher Education)

Joint Committee on Nursing Education (appointed by the State Board of Education and the State Board of Higher Education)

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*Also serves as Personnel Committee.

State Advisory Council on Title I (Continuing Education and Community Services) of the Higher Education Act of 1965 (appointed by the Governor)

State Committee on Residence (appointed by the State Board of Higher Education, State Department of Administration, Department of State Auditor, State Department of Community Colleges, and public senior colleges and universities)

Meetings. The Board, which usually meets the third Friday of alternate months, held 20 meetings during the biennium. Several of these meetings were of two or three-day duration. In addition, there were a number of Executive Committee, Education Programs Committee, and special *ad hoc* committee meetings.

Regularly invited as guests were presidents of State-supported colleges and presidents and vice presidents (or presidents-elect) of the following organizations:

North Carolina Association of Colleges and Universities
North Carolina Association of Junior Colleges
North Carolina Council of Church-Related Colleges

Of the six official representatives invited from the above groups, at least four at all times represent private colleges. Invitations also are extended to key persons in State agencies officially concerned with higher education.

Staff. As of January 1, 1967, the authorized staff complement consisted of 18 positions: the Director of Higher Education, the Associate Director, three assistant directors, the budget officer, five research associates and assistants, and a secretarial and clerical staff of seven employees. Members of the staff as of January 1, 1967, were as follows:

Howard R. Boozer, Director of Higher Education
Cameron P. West, Associate Director
John F. Corey, Assistant Director

Marion D. Thorpe, Assistant Director
Stan C. Broadway, Research Associate and Executive
 Secretary, State Education Assistance Authority
Thomas K. Norris, Budget Officer
Allen W. Rodeheffer, Research Associate and Coordinator,
 Community Service and Continuing Education Programs
Eun Sul Lee, Statistical Analyst
Mrs. Mary Wells, Stenographer III
Mrs. Barbara Spencer, Stenographer III
Mrs. Wanda Collins, Stenographer II
Mrs. Dianne Joyner, Stenographer II
Mrs. Foye Harrington, Stenographer II
Mrs. Margaret Harris, Typist II
Mrs. Judy Mayfield, Typist II

Dr. Thorpe resigned on September 1, 1967, to become vice president for academic affairs at Central State University in Xenia, Ohio. In July, 1968, Dr. Thorpe returned to North Carolina to become president of Elizabeth City State College.

Nassar Ordoukhani and Mrs. Edith Grosch served as research assistants for the periods September 18 - December 22, 1967, and January 1 - May 31, 1968, respectively.

On April 4, 1968, Dr. Boozer submitted his resignation as Director, effective December 1, to become vice president and director of higher education of the Regional Education Laboratory for the Carolinas and Virginia.

Upon the resignation of the Director, Dr. West was appointed Director, effective December 1, 1968. Dr. West had served as Associate Director since May, 1966.

On June 3, 1968, Allen Barwick, formerly Director of Institutional Research at Wilmington College, joined the staff as Coordinator of Institutional Research.

On July 1, 1968, John P. Kennedy, Jr., was appointed an assistant director of the Board. Mr. Kennedy served in the Legislature as a member of the

House of Representatives from Mecklenburg County in the 1959 and 1961 General Assemblies, and as a member of the State Board of Higher Education from 1959 to 1963. From 1963 until 1968 he was a Foreign Service Officer with the U. S. Department of State in Washington, D. C., and in the American Embassy in Lagos, Nigeria.

In December 1968 Thomas K. Norris resigned as Budget Officer. On December 17, 1968, Hugh S. Buchanan joined the staff, succeeding Mr. Norris as Budget Officer. Mr. Buchanan was formerly an auditor on the staff of the State Auditor.

Members of the staff as of December 31, 1968, were as follows:

(Administrative)

Cameron P. West, Director of Higher Education
John F. Corey, Assistant Director
John P. Kennedy, Assistant Director
Linda F. Balfour, Statistical Analyst I
Allen J. Barwick, Coordinator of Institutional Research
Stan C. Broadway, Administrator, State Education Assistance Authority
Hilda A. Highfill,* Social Research Assistant I
Eun Sul Lee, Director, Statistical Services
Hugh S. Buchanan, Budget Officer
Allen W. Rodeheffer, Coordinator, Community Service and Continuing Education Programs

(Secretarial)

Wanda W. Collins,* Stenographer II
Donna H. Creech, Typist II
Marian B. Dodd,* Typist
Foye D. Harrington, Stenographer II
Dianne A. Joyner, Stenographer III
Joyce C. Kirk, Accounting Clerk II
Jane C. Moore, Typist II
Mary M. Wells, Stenographer III
Linda H. White, Stenographer II

Consultants. Members of the Board and its staff are assisted in evaluating the broad range of curricula proposals and new program requests that come before them by capable consultants in specialized areas. The universally accepted use of consultants in higher education provides objective and reliable advice from recognized experts. Use has also been made of outside services in conducting certain planning studies. Among those who have assisted the Board as consultants with reference to special studies related to the long-range plan are the following:

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*Part-time

J. Stuart Devlin, Director, Association of Eastern North Carolina Colleges and Universities, Raleigh, North Carolina (interinstitutional cooperation)

Robert B. Downs, Dean of Library Administration, University of Illinois, Urbana, Illinois (libraries)

Arlon Elser, Chairman of Department of Agriculture, Western Illinois University, McComb, Illinois (administrative organization)

Ben C. Fisher, Director, Council of Christian Higher Education, North Carolina Baptist State Convention, Raleigh, North Carolina (trustees)

Richard H. Leach, Professor of Political Science, Duke University, Durham, North Carolina (academic programs and accreditation)

William Hugh McFarlane, Chairman, Department of Humanities, George Mason College of the University of Virginia, Fairfax, Virginia (goals and private higher education)

Edward R. McMahon, Coordinator of Instructional Resources, Mankato State College, Mankato, Minnesota (educational television)

Donald R. McNeil, Chancellor, University Extension, University of Wisconsin, Madison, Wisconsin (extension and continuing education)

Ida H. Simpson, Research Associate and Lecturer, Duke University, Durham, North Carolina (nursing education)

College Entrance Examination Board, Southern Regional Office, Sewanee, Tennessee (Robert E. Stoltz, Regional Director; James E. Nelson, CEEB Executive Associate Director; Kingston Johns, Jr., Regional Associate Director and Director of the Study) (student aid)

Educational Testing Service, Southeastern Office, Durham, North Carolina (Jay A. Davis, Director) (trustees)

Research Triangle Institute, Research Triangle Park, North Carolina (H. D. Sweeny; G. A. Ranney; A. M. Huq; Philip B. McGill; Michael E. Rulison) (space utilization and cost analysis)

CHAPTER III

PLANNING AND RESEARCH ACTIVITIES

Among the responsibilities of the North Carolina Board of Higher Education, the priority assignment is in the area of planning. The Board has as its primary legislative mandate planning and coordination. This is clear through the language of the law which states that

> The purpose of the Board shall be...to plan and promote the development of a sound, vigorous, progressive, and coordinated system of higher education in the State of North Carolina. In pursuit of this objective the Board will seek the cooperation of all of the institutions of higher education and of the other educational agencies in planning a system of higher education that will serve all the higher educational needs of the State and that will encourage a high standard of excellence in all institutions composing the system, each operating under the direction of its own board of trustees in the performance of functions assigned to it.

The law further states, under the "powers and duties" section, that "The primary function of the Board of Higher Education shall be to plan and coordinate the major educational functions and activities of the institutions of higher education."

The necessity for statewide higher education planning is clearly seen in such quantitative factors as the number of colleges and universities in the State and the increase in the number of students to be accommodated in the future, as well as qualitative factors emanating from the "high standard of excellence" mandate.

Other factors which underscore the significance of long-range planning are the need to avoid unnecessary duplication of academic programs, the responsibility to provide programs where needs exist, and the necessity to assure appropriate higher educational opportunity for all qualified youth in North Carolina. Also highlighting the need for positive planning are national statistics which reveal how dangerously low North Carolina ranks in state comparisons in regard to percentage of (1) youth who qualify educationally for selective service, (2) youth who qualify as National Merit Scholars, and (3) college-age youth who attend college.

Research is a necessary and basic function of the Board. To plan soundly for higher education, the Board must have accurate information. Thus, the collection and analysis of planning and management data on a regular basis and the conducting of special studies are major activities. Data requested from institutions and analyzed on an on-going basis include, for example, enrollments, admissions data, degrees conferred, academic ranks and highest degrees held by faculty, student costs, student financial aid, and student withdrawals. These and other data are summarized in the Board's annual Statistical Abstract of Higher Education.

Far more information is needed, however, if data are to be meaningful in the administrative decisions in the institutions and in the Executive and Legislative branches of State government.

I. PLANNING

On May 12, 1966, Governor Dan Moore announced that the Board of Higher Education was undertaking comprehensive studies which would lead by 1968 to a broad plan for higher education. The Governor added that he was looking to the Board "for affirmative, creative leadership in formulating statewide higher educational plans and policies which will meet the needs of the state.

This must be achieved," he added, "through the cooperative efforts of each state institution of higher education."

On November 26, 1968, the long-range plan, entitled Planning for Higher Education in North Carolina, was publicly presented by the Governor and the Board of Higher Education. It was made possible by the assistance and cooperation of hundreds of persons in the public and private colleges and universities, in the Department of Administration and other state agencies, in the General Assembly, and elsewhere.

Seventy-four studies were undertaken in connection with the larger study (see Appendix E). Some of these studies were conducted by staff members of the Board, some by statewide committees or consultants to the Board, and a few under contract with other organizations having special competence in particular fields. At the Governor's request, each public senior college and university in the state system prepared its own long-range planning report in which it set out its hopes for the next few years and analyzed its strengths and weaknesses.

Drawing upon all these sources, as well as the general literature and studies done in other states, the Board addressed itself to such questions as the following: Where are we now in higher education? Where should we go? How can we get there? How much will it cost?

The focus of the study was on the public senior institutions of higher education in North Carolina, those being the ones with which the Board of Higher Education is by statute primarily concerned. At the same time, however, the Board was cognizant of the importance of maintaining strong dual systems of private and public higher education, and many of the recommendations contained in the report apply equally to the private and public institutions.

In preparing the state's first comprehensive long-range plan for higher education, intensive study was made of structure and organization, enrollments and staffing, educational programs, equality of educational opportunity, facilities, costs and financing, the role of private higher education, and the dimensions of the state's commitment in the context of changing economic and social conditions. The report was concerned less with the past than with the future. It dealt primarily with the present adequacy and future needs of higher education in North Carolina.

How shall the state's public system of higher education make the most efficient use of the investment of public funds? How can this system be brought to its greatest educational productivity? How can the system, through a judicious balance of function and distribution of programs among its component institutions, be made most accessible to educable young men and women? How can the education provided be made most meaningful to the individual, contributing to his effectiveness as a citizen and to his personal fulfillment as a human being? The purpose was to consider and, where possible, to suggest answers to these and other questions. The determinations made and the recommendations contained in the report were directed toward assisting the General Assembly, the Executive agencies, and the institutions of higher education in the discharge of their great responsibilities.

While the broad goals for higher education set out in the report were designed to be guides for many years to come, most of the recommendations were short-range, concerned with the period between now and 1975. The report recommended that action should be taken by the next session of the General Assembly on some matters, and that the state should attempt to achieve certain goals over three biennia, or by 1975, on some other matters. On still other questions the report suggested that additional studies be undertaken to determine what the appropriate courses of action might be.

While the answers to many of the broader questions posed were not so clear or comprehensive as desired, a number of clear answers did emerge out of the studies and analyses. Some of these were in such areas of critical importance as faculty compensation, libraries, the education of the disadvantaged, and the possibility of unnecessary duplication of academic programs. Where the answers were clear, the report recommended appropriate action. In those areas where the answers were not clear, the report generally avoided making specific recommendations.

One of the underlying problems which the Board repeatedly encountered in the preparation of this report was that of securing accurate and comparable information from the various institutions. Although the colleges and universities in the state were most cooperative, in the typical institution the data system is primitive. On some subjects no statistical information existed; on some others the information available was unreliable and contradictory. Often the information that was available at an institution was not in a form that made it comparable with information at other institutions. In the absence of reliable data, institutions and state agencies have often had to rely in the past on intuition and "educated" guesses.

In order to do effective planning on institutional or state levels, uniform reporting practices are needed upon which can be developed a computer-based, statewide system of collecting, analyzing, and storing data. Such a total information system would provide for the institutions themselves, for the Governor, the Legislature, and the state agencies concerned with higher education, reliable information for use in projecting needs and in solving problems. The 1967 General Assembly authorized a start toward the development of such a base for future planning. Further development in this direction is a critical need.

Planning for Higher Education in North Carolina, a 500-page document, is only the beginning of continuing, systematic, statewide study of higher education. The Board proposes regularly to reexamine this study and the recommendations, updating them or rewriting them as necessary with continuous revision of projections for succeeding years. These reviews will also be undertaken in cooperation with the public and private institutions and the various state agencies concerned. A summary of the goals and recommendations, which comprise Chapter XVI in Planning for Higher Education in North Carolina, are reprinted as Appendix H in this report.

II. STATISTICAL INFORMATION

Accurate information is basic to the planning and coordination of a sound statewide system of higher education. In order to develop more reliable, comparable and meaningful statistical information, an attempt has been made not only to adopt more rigorous definitions but also to compile new types of information which have not been collected. At the same time, efforts have been made to coordinate information requests wherever possible with other governmental agencies and collegiate associations and to keep informational requests to a minimum.

A cooperative data collection program has been arranged with the United States Office of Education (USOE) through its Higher Education General Information Survey (HEGIS). The HEGIS package is divided into six major areas of interest: (1) institutional characteristics, (2) students, (3) employees, (4) finance, (5) library facilities, and (6) projections. The various forms and questionnaires are scheduled for return at those times when the data become available at most institutions. All institutions of higher education in North Carolina send copies of reports contained in the HEGIS package to the Board of Higher Education on the same time schedule established by USOE.

To supplement the HEGIS package, a limited number of Board of Higher Education (BHE) forms are also used. The following forms are currently in use:

BHE A-1	Comprehensive Report on Fall Enrollment Part I - Resident-Credit Enrollment Part II - New Transfer Students Part III - Home Base of Students
BHE A-2	Student Housing (public senior institutions only)
BHE A-3	Student Tuition, Fees, Charges
BHE A-4	Admissions Requirements (public senior institutions only)
BHE A-8	Report on Extension Activities (public senior institutions only)
BHE A-9	Withdrawal and Retention of Undergraduate Students (public senior institutions only)
BHE A-10	Student Financial Aid (public senior institutions only)

Several BHE forms used in the past have been eliminated as a result of the cooperative data acquisition program with USOE. All BHE forms except two are requested only from public senior institutions. BHE A-8 form is a new form developed in 1967. This form concerning extension activities was developed with assistance of extension directors at public senior institutions.

Since extension is not defined uniformly in all institutions, the first task was to develop uniform definitions. Information gathered through this form is not only useful in statewide planning but also useful by institutions in evaluating their own activities. Other new types of information were gathered concerning transfer students and home base of students.

Most of the statistical data gathered through the HEGIS package and BHE forms were compiled and organized into a statistical report, *Statistical Abstract of Higher Education in North Carolina, 1967-68*, published in April 1968. This report provides information in detail in nine broad areas: (1) current enrollment, (2) enrollment trends, (3) transfers and withdrawals, (4) degrees conferred, (5) faculty and staff, (6) library resources, (7) extension activities, (8) student costs, and (9) admissions and financial aid. This information has been useful to planners and decision-makers in the colleges and universities, state agencies, and others. The *Statistical Abstract* is scheduled for annual publication.

The compiled information has been used for various planning studies. For instance, analyses of enrollment statistics and educational trends provided a basis for future projections of enrollment. Various studies are utilizing this statistical information and are in turn generating needs for new types of information. It is therefore necessary to revise and modify data-gathering instruments in the light of the scope of the studies. Continuous efforts will be made to minimize requests for information, to coordinate the requests with other data-gathering agencies as much as possible, and to seek assistance in developing reporting forms from those directly involved in data collection activities on individual campuses.

III. INSTITUTIONAL RESEARCH

Early in the plans for conducting a long-range planning study of higher education in North Carolina there was realization of the need for and the corresponding decision to create an office of institutional research on each campus.

In August 1966 Offices of Institutional Research were established at each State senior institution upon recommendation of the Board of Higher Education with the concurrence of Governor Moore. These offices were continued in 1967-69 by an appropriation of $400,000 to the Board of Higher Education, which was reallocated to the institutions in support of a director of institutional research and clerical assistance.

Some of the responsibilities and duties of the director of institutional research are: (1) to study the operations and practices of the institution, the effectiveness of its instructional program, admissions policies and other pertinent matters relating to the academic structure of the institution; (2) direct research studies concerned with providing data useful or necessary in the making of informed administrative decisions for the successful operation, maintenance, and improvement of the institution; and (3) collect and analyze data used in appraising the environment in which the institution operates, in preparing the budgetary requests, in careful study of space utilization, in determining faculty loads, in admitting students, and in planning the overall educational program.

In addition, the director is responsible for providing institutional information needed for and pertinent to long-range planning and implementation of long-range plans, and for information needed by other state agencies.

A primary responsibility of the position for 1967-69 was to evaluate and coordinate the institution's system for collection, storage, and analysis of data. Although a long way from realization at present, efforts were directed to the development and coordination of an information system within each institution which would make reliable data more readily available to administrative and academic leaders in the decision-making process.

An additional responsibility of the directors of institutional research is to serve as an advisory committee for the development of a computerized system of data collection, storage, and analysis for higher education data in North Carolina.

Directors of institutional research at the public senior institutions of higher education in North Carolina, as of December 31, 1968, are as follows:

University of North Carolina (General Administration)	Arnold K. King
North Carolina State University	Nash N. Winstead
University of North Carolina at Chapel Hill	John Chase
University of North Carolina at Charlotte	Larry G. Owen
University of North Carolina at Greensboro	John L. Saunders
Appalachian State University	Robert Reiman
Asheville-Biltmore College	F. M. Wood
East Carolina University	John B. Davis
Elizabeth City State College	Thurman J. Andrews
Fayetteville State College	Charles Brown
North Carolina Agricultural and Technical State University	Gloria Scott
North Carolina College at Durham	Jones Jeffries
Pembroke State College	Terry Hutchins
Western Carolina University	Aaron Hyatt
Wilmington College	Gerald H. Shinn
Winston-Salem State College	W. Archie Blount
North Carolina School of the Arts	William W. Burton (part-time)

Others who served in this capacity during 1967 and 1968 are as follows:

University of North Carolina at Greensboro	Robert M. Krisko
Asheville-Biltmore College	John B. Whitelaw
East Carolina University	Edgar W. Hooks, Jr.
Elizabeth City State College	Leonard Ross Ballou

CHAPTER IV

INSTITUTIONAL PROGRAMS

The legal mandate of the Board of Higher Education is to plan for higher education in North Carolina. This major activity is discussed separately in the preceding chapter. The Board also has the responsibility of (1) allotting the functions and activities of the tax-supported institutions of higher education (excluding community colleges), in accordance with their purposes as set forth in the statutes, (2) determining the types of degrees which shall be granted by each of such institutions, and (3) licensing new degree-granting institutions (excluding community colleges). In this chapter are reported the Board's specific activities in these areas, along with the record of institutional interest in university status.

I. NEW PROGRAMS APPROVED

Since January 1967 the Board of Higher Education has authorized 76 new degree programs proposed by 12 institutions. The approvals followed recommendations of the Board's Educational Programs Committee that the new programs were consistent with the total educational needs of the State, appropriate to the functions of the proposing institutions as provided by law and within the capability of their teaching staffs and existing or anticipated facilities. The new degree programs authorized between January 1, 1967, and December 31, 1968, are as follows:

NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

Doctor of Philosophy in Biomathematics (January 19, 1968)
Doctor of Philosophy in Fiber and Polymer Science (November 17, 1967)
Doctor of Philosophy in Marine Sciences (offered jointly with the University of North Carolina at Chapel Hill) (November 25, 1968)
Doctor of Philosophy with a Major in Industrial Engineering (January 27, 1967)
Master of Architecture (March 22, 1968)
Master of Civil Engineering (March 22, 1968)
Master of Arts in English (May 19, 1967)
Master of Arts in History (July 21, 1967)
Master of Industrial Engineering (March 22, 1968)
Master of Arts in Politics (May 19, 1967)
Master of Arts in Teaching of Mathematics (January 27, 1967)
Master of Public Affairs (November 25, 1968)
Master of Science in Biomathematics (January 19, 1968)
Master of Science in Marine Sciences (offered jointly with the University of North Carolina at Chapel Hill) (November 25, 1968)
Master of Biomathematics (January 19, 1968)
Master of Product Design (July 19, 1968)
Professional Degree in Nuclear Engineering (July 21, 1967)
Bachelor of Environmental Design (July 19, 1968)
Bachelor of Science in Computer Science (July 21, 1967)
Bachelor of Science in Natural Resources Recreation Management (November 25, 1968)
Bachelor of Science in Conservation (January 19, 1968)

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Doctor of Philosophy in Biomedical Engineering and Biomedical Mathematics (March 22, 1968)
Doctor of Philosophy in Information Science (January 19, 1968)
Doctor of Philosophy in Pharmacology (July 1968)
Doctor of Philosophy in Marine Sciences (offered jointly with North Carolina State University) (November 25, 1968)
Master of Science in Biomedical Engineering and Biomedical Mathematics (March 22, 1968)
Master of Science in Marine Sciences (offered jointly with North Carolina State University) (November 25, 1968)
Bachelor of Science in Dental Auxiliary Teacher Education (January 19, 1968)

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

Bachelor of Arts in Geography (July 19, 1968)
Bachelor of Arts in Philosophy (March 22, 1968)
Bachelor of Arts in Physics (March 22, 1968)

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

Doctor of Education in Music Education (March 22, 1968)
Doctor of Philosophy in English (November 17, 1967)
Master of Fine Arts in Drama (July 21, 1967)
Master of Arts in Mathematics (March 22, 1968)
Master of Science in Chemistry (July 21, 1967)
Master of Science in Physics (July 21, 1967)
Bachelor of Science in Nursing (January 27, 1967)
Bachelor of Science (basic degree with endorsement of core requirements for specific degree or proposals later) (July 19, 1968)

APPALACHIAN STATE UNIVERSITY

Master of Arts in Geography (November 17, 1967)
Master of Arts in History (November 17, 1967)
Master of Arts in Mathematics (January 19, 1968)
Master of Arts in Psychology (November 25, 1968)
Master of Arts in Speech Correction and Speech Pathology (November 25, 1968)
Master of Science in Biology (November 17, 1967)
Master of Science in Chemistry (November 17, 1967)

ASHEVILLE-BILTMORE COLLEGE

Bachelor of Arts in Classics (January 19, 1968)

EAST CAROLINA UNIVERSITY

Master of Arts in Sociology (July 19, 1968)
Master of Science in Chemistry (November 17, 1967)
Master of Science in Home Economics with a Major in Home Economics Education (January 19, 1968)
Master of Science in Physics (effective 1970-71) (November 25, 1968)
Bachelor of Science in Dental Hygiene (effective 1971-72) (November 25, 1968)
Bachelor of Science in Medical Records Administration (librarianship) (November 25, 1968)
Bachelor of Science in Occupational Therapy (November 25, 1968)
Bachelor of Science in Physical Therapy (November 25, 1968)

FAYETTEVILLE STATE COLLEGES

Bachelor of Science in Biology (non-teaching) (March 17, 1967)
Bachelor of Science in Mathematics (non-teaching) (March 17, 1967)

NORTH CAROLINA COLLEGE AT DURHAM

Juris Doctor (for law school graduates who hold baccalaureate degrees upon admission to law school) (November 25, 1968)
Bachelor of Science in Nursing (generic or basic programs) (November 25, 1968)

PEMBROKE STATE COLLEGE

Bachelor of Arts in Economics (March 17, 1967)

WESTERN CAROLINA UNIVERSITY

Master of Arts in American History (March 17, 1967)
Master of Arts in Biology (March 17, 1967)
Master of Arts in English (March 17, 1967)
Master of Science in Chemistry (May 19, 1967)
Bachelor of Science in Economics (January 19, 1968)
Bachelor of Science in Education With a Major in Earth Science (July 21, 1967)
Bachelor of Science in Education With a Major in Physics (May 19, 1967)
Bachelor of Science in Geology (July 19, 1968)
Bachelor of Science in Geography (July 21, 1967)
Bachelor of Science in Nursing (January 19, 1968)
Bachelor of Science in Physics (May 19, 1967)

WILMINGTON COLLEGE

Bachelor of Arts With a Major in Philosophy and Religion (July 19, 1968)
Bachelor of Arts With a Major in Physics (July 19, 1968)
Bachelor of Arts With a Major in Social Sciences (July 19, 1968)

II. PROCEDURES FOR NEW PROGRAM PROPOSALS

The North Carolina General Statutes require that new programs in the public senior colleges and universities have the approval of the Board of Higher Education before being offered by the institutions (General Statutes 116-44.10, 116-45(2)-(6), 116-46(5)e and (6)d, 116-154, and 116-158). Informal procedures prepared by the Board for use by the institutions in developing new program proposals have existed for a number of years. At the Board's request, more formal and detailed procedures were developed by a committee of undergraduate and graduate deans of the public senior institutions and, with their unanimous endorsement, these procedures were recommended to the Board for approval. On October 13, 1968, the Board approved the recommended procedures. They are reprinted as Appendix D. In general, the procedures specify that four-year institutions will submit for Board action all proposals for adding new degree programs or new degree titles. Institutions offering graduate degrees will submit for Board action all proposed professional and graduate degree programs, new degree titles, and certain new specialized undergraduate programs, and will inform the Board of new bachelor's degree programs in the arts and sciences. Approval is not required when an institution, by rearranging existing courses, offers new options within authorized degree programs.

III. INVENTORY OF EDUCATIONAL PROGRAMS

As a part of its work in long-range planning for higher education in North Carolina, the Board of Higher Education maintains an inventory of degree programs offered in the State. The inventory contains detailed information concerning all baccalaureate, master's, and doctoral degree programs offered by the public and private colleges and universities as well as information on technical, vocational, and associate degree programs offered.

The inventory is divided into four parts. Part I deals with the certificate, diploma, and associate degree programs which, in general, are offered by junior colleges, community colleges, technical institutes, and technical institute units. The programs are summarized by subject-matter area and by institution. Parts II and III deal similarly with the baccalaureate, master's, and doctoral degree programs offered by the public and private senior colleges and universities.

Included as appendices in the inventory are (1) listings of programs approved for teacher education in North Carolina, (2) programs available in other states for North Carolina students through contract with the Southern Regional Education Board, (3) program additions planned at various institutions through 1975 and (4) all private business, trade, nursing and vocational schools approved by the State Board of Education. The inventory is updated on an on-going basis and detailed information from it is available on request to the Board.

A directory of programs in health areas compiled from information in the inventory was published by the Board as a newsletter* in January 1968. In April 1968 another newsletter** was published by the Board presenting a concise inventory of all baccalaureate, master's, doctoral and first professional degree programs offered by the 44 public and private senior colleges and universities in North Carolina for the 1967-68 academic year.

IV. LICENSING

The statutory responsibility to license any new college (except public community colleges) to confer degrees was transferred to the State Board of Higher Education by the 1963 General Assembly. On November 25,

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*"Directory of Health Occupations Educational Programs in North Carolina," _Higher Education in North Carolina_, Vol. III, No. 1, January 5, 1968. 16 pages.

**"Baccalaureate, Graduate and First Professional Degree Programs at Senior Colleges and Universities," _Higher Education in North Carolina_, Vol. III, No. 9, April 25, 1968. 16 pages.

1968, the Board licensed Warren Wilson College, a private junior college, to confer the baccalaureate degree as a senior institution of higher education.

V. DEVELOPMENTS CONCERNING INSTITUTIONAL INTEREST IN "UNIVERSITY" STATUS

The 1963 General Assembly defined, and the 1965 General Assembly reaffirmed, the system of higher education in North Carolina as consisting of the University of North Carolina (multiple campuses), senior colleges, and community colleges. The law states that "the University shall be the only institution in the State system of higher education authorized to award the doctor's degree," and sets forth procedures for the "Establishment of Additional Campuses of the University."

Since 1966, several institutions have formally indicated interest in becoming "universities," either separately from the University of North Carolina or within the existing legal framework. Developments that have transpired since then are chronicled below.

The East Carolina College Board of Trustees on May 18, 1966, adopted a resolution which recommended "that the North Carolina Board of Higher Education study the desirability of elevating East Carolina College to independent university status, and that a report of the results of this study be made available before the convening of the 1967 General Assembly."

Governor Moore and the Board indicated their desire to consider the question in the process of developing a long-range plan for higher education in North Carolina, as the question involved a fundamental change in the existing State system of higher education. Nevertheless, the Board undertook a special two-part study in response to the specific request from East Carolina College. The first part of the study was an evaluation of the "readiness" of East Carolina College to undertake doctoral programs by a nine-member team of educational consultants which visited East Carolina College on December 12-15, 1966. The second part was a study by the Board itself concerning the need for another university in the state. Members of a Board subcommittee to receive the consultants' report and to direct other studies concerning the overall report were Hubert M. Poteat, Jr., M.D., of Smithfield; Lindsay C. Warren, Jr., of Goldsboro; Gordon H. Greenwood of Black Mountain; and J. Paul Lucas of Charlotte.

A committee of educators, selected for their outstanding experience and reputations in the organization and administration of higher education institutions, finance, undergraduate and graduate academic programs, libraries, and student personnel services, was secured by the Board of Higher Education to survey the current programs and resources of East Carolina College. The consultants were

Robert W. MacVicar, Vice President for Academic Affairs, Southern Illinois University (Chairman)
Fred W. Conner, Executive Vice President, University of Florida
Russell M. Cooper, Dean, College of Liberal Arts, University of South Florida
Elmer Ellis, President Emeritus, University of Missouri
George Fulton, Chairman, Department of Biology, Boston University
John Hills, Professor of Educational Research and Testing, Florida State University

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David E. Kaser, Director of Joint University Libraries,
Vanderbilt University
W. W. Read, Vice President for Finances, University
of Tennessee
Joseph A. Williams, Dean, College of Education,
University of Georgia.

The chairman of the committee visited President Leo Jenkins at East Carolina College in Greenville on November 16, 1966, to formulate plans and procedures and to indicate areas that would be of interest to the committee on the occasion of their visit to the campus in December. The consultants met with a subcommittee of the Board of Higher Education in Raleigh on December 11, 1966, and visited the East Carolina College campus on December 12-15, 1966.

The committee was requested "1) to describe the present status of East Carolina College with special reference to its academic programs; 2) to ascertain the effectiveness with which the institution is discharging its present mission as defined by the General Statutes of North Carolina; and 3) to ascertain whether or not an adequate academic base exists at East Carolina College for an upward extension of its offerings to the doctoral level." The consultants were requested to exclude from their consideration the need for or cost of expanded educational services in North Carolina, and the organizational structure of North Carolina's system of higher education.

In general, the consultants (1) commended East Carolina College for "discharging with effectiveness its undergraduate teaching mission," (2) recommended that master's degree programs be strengthened and broadened, and (3) indicated their belief that East Carolina College is "not now prepared" to expand to doctoral level work.

On March 15, 1967, the Board of Higher Education, on the basis of findings and conclusions arrived at through its own studies and the report of the independent consultants on East Carolina College, recommended in its 164-page Board of Higher Education Report on the Desirability of Elevating East Carolina College to Independent University Status that:

1. There be no fundamental change in the structure of the existing system of higher education in North Carolina at this time;
2. Further consideration of the need for changes in the structure of higher education including the need for additional universities be a part of the long-range planning study scheduled for completion in August 1968;
3. East Carolina College strengthen and broaden its master's degree programs with relation to faculty, students, curriculum, library resources, and research as recommended by the consultants; and plan for the further development of its graduate program, including the eventual introduction of new master's degree programs in several critical fields; and that
4. Sufficient resources be provided East Carolina College and the other five-year colleges to permit them to carry out programs with distinction which are appropriate to their present functions as set forth in the General Statutes of North Carolina.

Following the request of East Carolina College for the above special study, several other institutions indicated interest in "university" status.

The Asheville-Biltmore College Board of Trustees adopted the following resolution on July 21, 1966:

> The Board of Trustees of Asheville-Biltmore College, convinced of the need in Western North Carolina for a campus of the Consolidated University of North Carolina, does by this resolution, request the Board of Trustees of the Consolidated University of North Carolina and the State Board of Higher Education to examine the need for continued expansion of higher education facilities in Western North Carolina and to consider the advisability of converting Asheville-Biltmore College into a campus of the Consolidated University, which campus would be named the University of North Carolina at Asheville.

The Western Carolina College Board of Trustees on June 9, 1965, authorized the appointment of a faculty committee to study, among other things, "the general future course the institution should follow." The faculty committee submitted its report to the Board of Trustees on May 13, 1966, and recommended:

> That the Board of Trustees consider seriously the steps they should take toward the elevation of Western Carolina College to the status of an autonomous, regional university as studies in this report show such a move is logical and in consistency with what is happening in the case of similar colleges in many other states and is an inevitable stage of development if Western Carolina College is to best serve this region of the state through programs specifically geared to the needs of its citizens.

The Western Carolina College Board of Trustees "unanimously approved the recommendation and requested the administration to proceed in accordance with the apparent availability of funds...." This official position was reaffirmed in a statement by the president which was authorized by the Western Carolina College Board of Trustees on December 8, 1966.

Appalachian State Teachers College showed an interest in becoming either a campus of the University of North Carolina or a separate university. The following resolution, adopted by the Board of Trustees in fall 1966, was transmitted to the Board of Higher Education on January 26, 1967:

> WHEREAS the Consolidated University of North Carolina has added Charlotte College to the System as the fourth campus; and
>
> WHEREAS the Governor and the State Board of Higher Education have called for a long-range (ten-year) plan from and for each state-supported institution of higher education; and

> WHEREAS considerable discussion is or has been going on about further expansion of the Consolidated University or the creation of other universities outside the present System; and
>
> WHEREAS the trustees of Appalachian State Teachers College are convinced of the need for an institution of university status and scope in the populous and fast-developing northwestern part of North Carolina;
>
> NOW, THEREFORE, by this resolution, the Board of Trustees of Appalachian State Teachers College requests the State Board of Higher Education to consider expanding Appalachian State Teachers College into a university either within or without the present Consolidated University of North Carolina. In the event it is deemed more feasible and advisable that the institution be added to the Consolidated University System, then by this same resolution request is made to the Board of Trustees of the Consolidated University of North Carolina to consider expanding Appalachian State Teachers College into a campus of the Consolidated University of North Carolina.
>
> BE IT FURTHER RESOLVED that the President of the College, acting for the trustees, file a copy of this resolution with the Board of Higher Education.

On March 8, 1967, Senate Bill 82, "AN ACT TO CREATE AND ESTABLISH EAST CAROLINA UNIVERSITY," was introduced in the General Assembly. On April 27, 1967, the bill was defeated in the Senate by a vote of 27 to 22.

Later during the 1967 session of the General Assembly, Senate Bill 563, "AN ACT TO PROVIDE FOR REGIONAL UNIVERSITIES AND THE ESTABLISHMENT OF THE FIRST SUCH UNIVERSITY, EAST CAROLINA UNIVERSITY," was introduced by Senator John Henley of Fayetteville.

On June 5, 1967, the Board of Higher Education issued a statement reaffirming its position that there should be no major change in the structure of the system of State-supported higher education at that time and noting that Senate Bill 563, if enacted into law, would constitute a major change in the structure of the existing system of higher education in North

Carolina. The statement also noted that in addition to East Carolina, a master's degree-granting institution for which the Bill would provide immediate university status, there were four other state colleges with comparable programs: Appalachian State Teachers College, Agricultural and Technical College of North Carolina, North Carolina College at Durham, and Western Carolina College.

The Board's statement concluded:

> In the Board's view, should the 1967 General Assembly act favorably on SB 563, to designate one of these colleges as a regional state university to the exclusion of the other four at this time would not be equitable nor in the best interests of higher education and the State as a whole. Therefore, all five colleges now offering graduate instruction should be included in the Bill now before the General Assembly, if anyone is included. Further, the impact on the remaining colleges also ought to be considered.

On June 15, 1967, Senate Bill 563 was passed by the 1967 General Assembly as amended providing for the establishment of a system of regional universities and the redesignation of four colleges, effective July 1, 1967, as follows: (1) Agricultural and Technical College of North Carolina as North Carolina Agricultural and Technical State University, (2) Appalachian State Teachers College as Appalachian State University, (3) East Carolina College as East Carolina University, and (4) Western Carolina College as Western Carolina University. The primary purpose of each regional university as defined in the statutes

> shall be the preparation of young men and women as teachers, supervisors and administrators for the public schools of North Carolina, including preparation of such persons for the master's degree. Said institutions may also offer instruction in the liberal arts and sciences including the preparation for the master's degree, may conduct programs of research that will increase their

> abilities to carry out and enlarge their stated responsibilities, and such other programs as are deemed necessary to meet the needs of their constituencies and of the State and as shall be approved by the North Carolina Board of Higher Education, consistent with appropriations made therefor.

Other institutions that for at least 10 years have been authorized to grant the master's degree may apply to the Board of Higher Education requesting redesignation as regional universities. Not later than July 1, 1972, the Board of Higher Education is to study the effectiveness of the regional universities and their proper future role and status in the State system of public higher education and report its findings and recommendations to the General Assembly. This study is to include consideration of continuation of the existing arrangements, establishment of a single board of trustees for all regional universities, and conversion of one or more of the regional universities into campuses of the University of North Carolina.

Requests for University status by Asheville-Biltmore and Wilmington Colleges were first made to the Board of Trustees of the University of North Carolina in 1962. The result of these and a similar request from Charlotte College was the enactment by the 1963 General Assembly of a statutory procedure for expanding the University. In accordance with this procedure, the 1965 General Assembly designated Charlotte College as the fourth campus of the University in 1965.

The requests of Asheville-Biltmore and Wilmington Colleges were postponed by the University. Each, however, became a four-year senior college by action of the 1963 General Assembly.

In early 1967 the chairmen of the boards of trustees of Asheville-Biltmore and Wilmington Colleges wrote to the chairman of the University Board of Trustees, asking for meetings between representatives of each college and of the University Board. In response to the requests, the Chairman, Governor Dan Moore, appointed a special committee to explore the possibility of some affiliation or relationship between the colleges and the University and to determine promptly the advisability of proposing a formal study to be authorized by the University Board of Trustees under General Statute 116-2.1. This statute provides that additional campuses of the University of North Carolina may be established at places designated by the University Trustees subject to the approval of the North Carolina Board of Higher Education and the approval and provision of adequate financial support for the proposed additional campuses by the General Assembly.

The special committee, after visiting both campuses and meeting with the boards of trustees of the two colleges, reported its investigation to the executive committee of the University Board of Trustees on May 13, 1968. The special committee concluded that the evidence warranted the authorization of a formal study. The executive committee unanimously endorsed the report and directed that it be transmitted to the University Board of Trustees at its meeting on May 27, 1968.

The chairman of the special committee presented the report to the University Board of Trustees on May 27, 1968, and the Board adopted a motion by unanimous vote authorizing that a study be made respecting Wilmington College and Asheville-Biltmore College in accordance with the provisions of General Statute 116-2.1.

The Governor as Chairman of the University Board of Trustees reappointed the special committee to conduct the formal study. The study was released by the University on December 2, 1968. Titled A Study of the Needs for Additional Campuses of the University of North Carolina to be Located at Asheville and Wilmington, it pointed toward a consideration of the following questions:

1) Is there a relevant need for additional campuses of the University?
2) What are the relevant educational needs of the Asheville and Wilmington areas for a University campus?
3) What are the present resources that each of the colleges could contribute to a University campus?

Among the conclusions reached in the study was that

> There is a serious shortage of graduates of superior undergraduate institutions in North Carolina. A solution to this problem would be facilitated by the proposed merger of the University with the undergraduate colleges located in the major growth areas of Asheville and Wilmington.

On December 3, 1968, the Board of Higher Education received a formal request from the Trustees of the University of North Carolina that Asheville-Biltmore College and Wilmington College be added as two new campuses of the University.

On December 13, 1968, a committee of the Board of Higher Education was appointed by the chairman to consider the request of the University. The following were appointed: J. P. Huskins (chairman), Statesville; Mrs. Harry P. Horton, Pittsboro; J. Paul Lucas, Charlotte; William B. Rankin, Lincolnton; Emil Rosenthal, Goldsboro; and Clarence C. Watkins, Reidsville. The Board's executive committee suggested that members of the committee establish such procedures as they may deem appropriate. Following its appointment, the committee set January 7, 1969, as the date for its first meeting.

CHAPTER V

INFORMATION DISSEMINATION

Once higher education data have been collected and analyzed, the information needs to be interpreted and distributed for the maximum benefit of all concerned. Several media are used for the dissemination of information, the principal one being publications. Other media include articles by members and staff of the Board for publication in magazines and journals as well as addresses and papers for presentation before special groups.

Publications. In addition to the biennial report required by statute, the Board periodically publishes *Research Reports*, *Special Reports*, the newsletter *Higher Education in North Carolina*, and the newspaper column *College Today*. Other publications include brochures, information sheets, and press releases. Publications are viewed as important tools in the coordination of higher education.

The *Research Report* series began in January 1966. Board research studies are issued through this series. The following *Research Reports* have been published during the biennium:

A Manual for Determination of In-State and Out-of-State Residence Status of Students in North Carolina Public Institutions of Higher Education (June 1967)
Nursing Education in North Carolina--Today and Tomorrow (December 1967)
A Report on the Development of a System for Analysis of Instructional Space (April 1968)
Statistical Abstract of Higher Education in North Carolina, 1967-68 (April 1968)
College Enrollments and Projections in North Carolina (May 1968)

The Special Reports series began in January 1967. The following were published during the biennium:

- North Carolina Board of Higher Education Biennial Report, 1965-67 (January 1967)
- Board of Higher Education Report on the Desirability of Elevating East Carolina College to Independent University Status (March 1967)
- Board of Higher Education Interim Report and Recommendations (March 1967)
- State Supported Traditionally Negro Colleges in North Carolina (May 1967)
- Facts and Views: Senior Colleges and Universities in North Carolina, 1967-68 (August 1968)
- Planning for Higher Education in North Carolina (November 1968)
- A Study of Student Financial Aid in North Carolina, 1968 (December 1968)

The newsletter Higher Education in North Carolina was initiated in June 1966 to inform those interested and responsible for higher education in the State. The following newsletters were published during the biennium:

- Colleges and Universities in North Carolina (January 9, 1967)
- North Carolina's System of Higher Education (February 19, 1967)
- The Planning and Coordination of Higher Education in North Carolina (March 19, 1967)
- Undergraduate Transfers in North Carolina Senior Colleges and Universities, Fall 1966 (March 24, 1967)
- Summary of Important 1967 General Assembly Actions Affecting Higher Education (July 28, 1967)
- Community Service and Continuing Education Programs (August 10, 1967)
- Desegregation of North Carolina Colleges and Universities, Fall 1966 (August 25, 1967)
- Efforts to Improve State-Supported Traditionally Negro Colleges (November 24, 1967)
- Joint Committee Approves Articulation Guidelines (December 1, 1967)
- Colleges and Universities in North Carolina (December 31, 1967)
- Director of Health Occupations Educational Programs in North Carolina (January 5, 1968)
- Out-of-State Student Quotas in Tax Supported Colleges (January 12, 1968)
- Desegregation of North Carolina Colleges and Universities, Fall 1967 (February 2, 1968)
- Foreign Students in North Carolina (February 16, 1968)
- Degrees Conferred by North Carolina Senior Colleges and Universities, 1966-67 (February 23, 1968)

Undergraduate Student Transfers in North Carolina Colleges and Universities, Fall 1967 (March 1, 1968)
Long-Range Planning for Higher Education in North Carolina (March 21, 1968)
Community Service and Continuing Education Programs (April 25, 1968)
Baccalaureate, Graduate and First Professional Degree Programs at Senior Colleges and Universities (April 25, 1968)
North Carolina's Participation in the Student Contract Program of the Southern Regional Education Board (June 21, 1968)
Goals of Higher Education in North Carolina (December 3, 1968)
Colleges and Universities in North Carolina, Fall 1968 (December 31, 1968)

Also prepared were a brochure on the Board (May 1968) and a "College Today newspaper column on "State Funds for Scholarship Aid" (May 3, 1968).

The most significant publication during the biennium was the 500-page _Planning for Higher Education in North Carolina_, the Board's long-range plan for higher education. It is discussed in Chapter III.

Addresses, Papers, and Publications of the Board Staff. The following itemization indicates the extent to which staff members have contributed to the dissemination of information in this biennium, in addition to their involvement in the preparation of research reports, special reports, and newsletters listed above.

HOWARD R. BOOZER

"Activities of the Board of Higher Education Relating to Problems of the Poor," Staff Training Conference, North Carolina Fund. Greensboro, North Carolina, June 30, 1967.
"Comments Concerning the North Carolina Board of Higher Education," Senate and House Higher Education Committees of the 1967 North Carolina General Assembly. Raleigh, North Carolina. March 8, 1967.
"Comments on Higher Education in North Carolina," 45th Annual Convention of the East Central District of the North Carolina Education Association. Raleigh, North Carolina, October 13, 1967; published in _North Carolina Education_, March 1968, pp. 16-17, 61-64.
"Financing Higher Education," Regional Seminar on Christian Higher Education, Wingate College. Wingate, North Carolina, April 16, 1968; published in _Report to Trustees and Advisors, Wingate College, 1967-68_, pp. 26-37.

"Higher Education in North Carolina--Mutual Problems Facing Private and Public Colleges," Faculty-Student Assembly, Wingate College. Wingate, North Carolina, February 23, 1967.

"The North Carolina Board of Higher Education," Planning for Progress, Vol. 1, No. 4, July, August, September 1967. Raleigh, North Carolina, State Planning Task Force, 1967, pp. 8-9. (With John F. Corey)

"Nursing Education in North Carolina--Today and Tomorrow," North Carolina Committee on Patient Care. Durham, North Carolina, April 26, 1968.

"Planning for Nursing Education as Part of Statewide Higher Education Planning," North Carolina Hospital Association. Asheville, North Carolina, June 20, 1967.

"Public and Private Higher Education in North Carolina--Progress and Prospects," Faculty Workshop, Wingate College. Wingate, North Carolina, August 25, 1967.

"Role of Alumni in 1968," Alumni Forum, Lenoir Rhyne College. Hickory, North Carolina, May 25, 1968.

"The Significance of General Education in the Education of Nurses," Educational Administrators, Consultants and Teachers Section, Biennial Convention of the North Carolina State Nurses' Association. Asheville, North Carolina, October 26, 1967.

Statement at the Inauguration of President Prezell R. Robinson, Saint Augustine's College. Raleigh, North Carolina, November 4, 1967.

Statement at the Inauguration of President E. Bruce Heilman, Meredith College. Raleigh, North Carolina, April 15, 1967.

"State Planning in Higher Education," 1968 Superintendents' Conference, Mars Hill College. Mars Hill, North Carolina, July 25, 1968.

"State-Supported Traditionally Negro Colleges in North Carolina," Faculty Workshop, North Carolina College. Durham, North Carolina, November 7, 1967.

"State-Wide Planning for Higher Education in North Carolina," Annual Meeting of the Association of Southern Baptist Colleges and Schools. Atlanta, Georgia, December 3, 1968.

"State-Wide Planning for Nursing Education in North Carolina," Regional Conference on "Citizen Planning for Nursing in the South," co-sponsored by the National League for Nursing Council of Public Health Nursing Services and the Southern Regional Assembly of Constituent Leagues for Nursing. Atlanta, Georgia, March 6, 1968; published in Operation Decision: Citizen Planning for Nursing in the South, pp. 19-25.

"Through A Glass Darkly: Guesses About the Future of Higher Education," Consultation on the Campus Ministry, A Joint Project of the Association of Wesley Foundations and the Department of College and University Religious Life, University of North Carolina at Chapel Hill. Chapel Hill, North Carolina, April 3, 1967.

STAN C. BROADWAY

"The Admissions Overlap Project," Regional Counselor's Conference. Raleigh, North Carolina, October 12, 1967.

"The Admissions Overlap Project," 47th Annual Meeting North Carolina Association of Colleges and Universities. Greensboro, North Carolina, November 3, 1967.

"A Bibliography of College and University Attrition Research and a Review of Selected Studies on Attrition at the Freshman Level with Recommendations for Further Study," North Carolina Board of Higher Education, Raleigh, North Carolina, December 1967. 108 pp.

"A Critical Analysis of the Kuder Occupational Interest Inventory," North Carolina State University, Department of Psychology, Raleigh, North Carolina, December 1968. 19 pp.

"The Guaranteed Student Loan Program," Regional Counselor's Conference. Winston-Salem, North Carolina, October 19, 1967.

"The Needs of State Planning Boards for Data on Students Within a System of Data Acquisition for Higher Education," Conference on a National System of Data Acquisition for Higher Education sponsored by the National Center for Educational Statistics. Washington, D. C., June 17, 1968.

Panel Moderator--"The Admissions Overlap Problem," 44th Annual Meeting North Carolina Collegiate Registrars and Admissions Officers. Greensboro, North Carolina, November 1, 1967.

Panel Moderator--"The Guaranteed Loan Program," 6th Annual Convention, Southern Association of Student Financial Aid Administrators. Charlotte, North Carolina, February 20, 1968.

Progress Report #1, Admissions Overlap Project, May 31, 1967. 10 pp. Unpublished. (With Eun Sul Lee.)

Progress Report #2, Admissions Overlap Project, August 7, 1967. 10 pp. Unpublished. (With Eun Sul Lee.)

"Removing the Economic Barrier to Higher Education--The State of the Art," Winston-Salem Rotary Club, Winston-Salem, North Carolina, October 8, 1968.

"The Student Financial Aid Counselor--an Emerging Counseling Professional?" North Carolina Board of Higher Education, Raleigh, North Carolina, April 1968. 34 pp. Unpublished.

"A Study of Student Financial Aid in North Carolina," Annual Meeting of North Carolina Association of Financial Aid Administrators, Durham, North Carolina, November 6, 1968.

Testimony on Higher Education Amendment of 1968 before the Special Subcommittee on Education. (Honorable Edith Green, Chairman), U. S. House of Representatives Committee on Education and Labor. Washington, D. C., March 7, 1968.

"Toward the Removal of Educational Barriers," Conference of Project Upward Bound. Greensboro, North Carolina, July 25, 1967.

JOHN F. COREY

"The Compact for Education and the Education Commission of the States," Education Administration Seminar, Department of Education, Duke University. Durham, North Carolina, January 6, 1967.

"The Development of Higher Education in North Carolina," 1967 and 1968 North Carolina Boys' State, Wake Forest University. Winston-Salem, North Carolina, June 21, 1967 and June 19, 1968.

"Financing Higher Education," Christian Higher Education Seminar on Financing Higher Education, Campbell College. Buie's Creek, North Carolina, March 11, 1968.

"Higher Education and Industry: A Close Partnership in North Carolina," Planning for Progress, Vol. 3, No. 1, Winter 1968. Raleigh, State Planning Task Force, 1968, pp. 8-9.

"Higher Education Today and Tomorrow," Kiwanis Club. Kinston, North Carolina, August 23, 1968.

"Long-Range Planning in Higher Education in North Carolina," North Carolina Education, Vol. 34, No. 9, May 1968, Raleigh, North Carolina Education Association, 1968, pp. 14-15, 66-67. (With Cameron West.)

"The North Carolina Board of Higher Education," Planning for Progress, Vol. 1, No. 4, July, August, September 1967. Raleigh, North Carolina, State Planning Task Force, 1967, pp. 8-9. (With Howard R. Boozer.)

"Planning for Nursing Education as Part of Statewide Higher Education Planning," Southern Regional Education Board Council on Collegiate Education for Nursing. Atlanta, Georgia, April 19, 1967; published in Proceedings: Eighth Conference of Council on Collegiate Education for Nursing, pp. 16-22.

"Some Principles and Methods Concerning Communications with School Publics," Executive Secretaries Workshop of the National School Boards Association on the Campus of the University of North Carolina at Chapel Hill. Chapel Hill, North Carolina, August 9, 1968; published in North Carolina Education, October 1968, pp. 18-19, 41-42.

"State-Wide Planning for Nursing Education in North Carolina," Coordinating Council of the North Carolina State Nurses Association and the North Carolina League for Nursing. Wrightsville Beach, North Carolina, March 20, 1968.

"What's Going on at the Colleges," Lions-Kiwanis Clubs Ladies' Night. Pembroke, North Carolina, May 30, 1967.

EUN SUL LEE

Some Findings in Phase II of the Admissions Overlap Projects. Discussion paper, Board of Higher Education Committee on Inter-institutional Cooperation in Admissions, Raleigh, North Carolina, October 30, 1967 and the Annual Meeting of the North Carolina Association of Collegiate Registrars and Admissions Officers, Greensboro, North Carolina, November 1, 1967. 4 pp. Unpublished.

Progress Report #1, Admissions Overlap Project, May 31, 1967. 10 pp. Unpublished. (With Stan C. Broadway.)

Progress Report #2, Admissions Overlap Project, August 7, 1967. 10 pp. Unpublished. (With Stan C. Broadway.)

ALLEN W. RODEHEFFER

"Title I of the Higher Education Act of 1967," Planning for Progress, Vol. I, No. 4, July, August, September 1967. Raleigh, North Carolina, State Planning Task Force, 1967, pp. 4-5.

MARION D. THORPE*

"One State's Program for Negro Colleges," Southern Education Report, September 1967, pp. 28-29.

CAMERON P. WEST

"Enrollment Projections," the North Carolina Board of Higher Education and College and University Presidents. Raleigh, North Carolina, July 21, 1967.
"The Goals of Higher Education in North Carolina," 1968 Joint Annual Meeting of the North Carolina Association of Collegiate Registrars and Admissions Officers and the North Carolina Association of Student Financial Aid Administrators, Jack Tar Hotel. Durham, North Carolina, November 6, 1968.
"Higher Education in North Carolina with Emphasis on Appalachia," North Carolina Education Advisory Committee, The Appalachian Regional Commission, Asheville-Biltmore College. Asheville, North Carolina, April 10, 1968.
"Higher Education Long Range Planning," The North Carolina Music Educator, Vol. 16, No. 4, March 1967, pp. 8-9, 22.
"The Inventory of Television Utilization and Projected Conference of Higher Education Institutions," University of North Carolina Television Advisory Council. Chapel Hill, North Carolina, February 9, 1968.
"Long-Range Planning in Higher Education in North Carolina," North Carolina Education, Vol. 34, No. 9, May 1968. Raleigh, North Carolina Education Association, 1968, pp. 14-15, 66-67. (With John F. Corey.)
"The Methodist Church and Higher Education," layman's address, Highland Methodist Church. Raleigh, North Carolina, October 8, 1967.
"Rationale for the Church College," Raleigh Jaycees. Raleigh, North Carolina, April 2, 1968.
"Regional University," Alpha Tau Chapter of Kappa Delta Pi, Duke University. Durham, North Carolina, November 16, 1967.
"The Relevancy of Higher Education in Our Time," The faculty of Methodist College. Fayetteville, North Carolina, February 14, 1967; and Convocation of Campbell College. Buie's Creek, North Carolina, February 15, 1968.
"Report of the Administrative Affairs Committee," 1967 annual meeting of the North Carolina Association of Colleges and Universities. Greensboro, North Carolina, November 2, 1967.
"The Role of the Board of Higher Education in Long-Range Planning," College Coordinating Council of the Methodist College Workshop

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*Resigned from the Board staff August 1967.

for Trustees, Greensboro College. Greensboro, North Carolina, May 9, 1968.

"The Role of the Student," NCEA South Piedmont District Meeting Superintendents and Principals. Albemarle, North Carolina, October 4, 1967.

Statement at the Inauguration of President Raymond M. Bost, Lenoir Rhyne College. Hickory, North Carolina, November 16, 1968.

CHAPTER VI

STUDENT FINANCIAL AID

The State and Federal governments as well as individual colleges and universities have continued a number of financial assistance programs whose goal is the removal of economic barriers to qualified persons seeking a college education. This chapter identifies these programs and the agencies and institutions responsible for their administration and summarizes a special Board study concerning student aid.

I. HIGHER EDUCATION ACT OF 1965

Title IV of the Higher Education Act of 1965 provides for financial assistance to students in three ways: (1) educational opportunity grants, (2) work-study employment, and (3) guaranteed reduced interest student loans. The financial aid officer of the college or university a student attends or wishes to attend usually coordinates the "packaging" of assistance for students. The package may consist of one or more of the above types of aid in addition to financial aid provided by the institution itself.

Educational Opportunity Grants. The educational opportunity grants, based upon demonstrated financial need, range from $200 to $1,000 a year. North Carolina's allocation by the Federal government for educational opportunity grants in both public and private colleges and universities during Fiscal Year 1968 (ending June 30, 1968) was $2,886,703.

Work-Study Program. Work-study jobs pay students a minimum of $1.30 an hour, effective as of September 1968. During fiscal year 1968, 85 percent of this amount was borne by the Federal government; the remaining 15 percent by the employer, which may be a college or an approved off-campus non-profit agency. Students may work up to 15 hours per week while attending college full-time, or 40 hours per week during the summer. The Federal allocation of funds for fiscal 1968 for the College Work-Study Program in North Carolina public and private colleges was $4,929,972. Prior to the 1967 General Assembly the State's portion of matching funds for the work-study program was provided from institutional resources or appropriations provided to the institutions for this purpose. In 1967 the General Assembly appropriated $400,000 to the Board of Higher Education for allocation to the colleges for the State's participation in the work-study program. PACE (Plan Assuring College Education), sponsored by the Community Services Division of the North Carolina Department of Public Welfare, administers a program of summer employment for North Carolina students in local government agencies. In the summer of 1967 approximately 1,785 North Carolina students participated in the PACE work-study program, earning slightly over $1,000,000 in wages. In the summer of 1968 the number of participants increased to 2,045, earning $1,204,760.

Guaranteed low-interest loans. Low-interest loans up to $1,000 a year for undergraduates and $1,500 for graduate students may be made by any eligible lender (bank, savings and loan association, insurance company, credit union) and be guaranteed by the State Education Assistance Authority. For students of parents whose adjusted annual income is less than $15,000, the Federal Government pays all interest up to seven percent while the student is in college. The loans are made only by eligible lenders who have entered into an agreement with the State Education Assistance Authority. The College Foundation, Incorporated, a non-profit student lending corporation in North Carolina, serves as the major eligible lender to students of loan funds made available for this purpose by the financial institutions in North Carolina. The Foundation makes loans on behalf of the banking and insurance industries in North Carolina.

Educational talent search. In an effort to encourage the full utilization of educational talent, the Higher Education Act of 1965 authorized funds to assist institutions and agencies in identifying secondary school students who lack financial resources to further their education. The Board of Higher Education has assisted in the preparation and submission of proposals from several sponsoring North Carolina organizations.

II. STATE EDUCATION ASSISTANCE AUTHORITY

In February of 1966 Governor Moore activated the State Education Assistance Authority as the designated State agency to insure loans under the provisions of Title IV-B of the Higher Education Act of 1965. He assigned the Board of Higher Education the responsibility of serving as the secretariat for programs administered by the Assistance Authority.

Established by the 1965 General Assembly through a bill introduced by Senator Russell Kirby of Wilson to receive funds from Federal, State and non-governmental sources, the State Education Assistance Authority has a reserve fund of $780,225, of which the State has contributed $100,000, the Federal Government $569,489, the remaining $110,736 coming from other sources. The Authority can guarantee student loans totaling up to 10 times its reserve fund. The 1967 General Assembly granted the Assistance Authority power to issue tax-exempt revenue bonds for student loan purposes. In August 1968 the Assistance Authority issued $3 million in revenue bonds which have been purchased by the North Carolina banking industry. Bonds produce a 5 percent yield and mature in 10 years. The student loan notes held by eligible lenders serve as collateral to the SEAA bonds. The bonds do not pledge the full faith and credit of the State of North Carolina.

Governor Moore in January 1966 appointed the following board of directors of the State Education Assistance Authority (expiration date of current term is indicated):

Watts Hill, Jr. (Chairman), Durham, 1969
Victor E. Bell, Jr., Raleigh, 1970
Russell Kirby, Wilson, 1969
Roger Gant, Jr., Burlington, 1972
H. Edmunds White, Davidson College, 1972
Mrs. Carrie Harper, North Carolina Agricultural and Technical State University, 1971
Arthur Wenger, Atlantic Christian College, 1971

III. LOAN FUND FOR PROSPECTIVE COLLEGE TEACHERS

The 1965 General Assembly authorized the establishment of a Loan Fund for Prospective College Teachers. The purpose of the program is to encourage, assist, and expedite post-graduate education and training for competent teachers for the public and private universities, colleges and technical institutes in North Carolina by the granting of loans to finance graduate education. Unsuccessful efforts were made to secure funding for this program from the 1967 General Assembly.

The General Statutes provide for the appointment of a joint committee of the State Board of Education and the State Board of Higher Education for administration of the loan fund. The following committee serves in that capacity by joint action of the two boards:

Bonnie Cone (Chairman), Vice-Chancellor, University of North Carolina at Charlotte
H. Edward Beam, President, Caldwell Technical Institute
Robert Holt, Vice-President and Dean, East Carolina University
Allan Hurlburt, Professor of Education, Duke University
W. Burkette Raper, President, Mount Olive Junior College
Prezell R. Robinson, President, Saint Augustine's College
Cratis Williams, Dean of Graduate Studies, Appalachian State University
Kenneth R. Williams, President, Winston-Salem State College

IV. NATIONAL DEFENSE EDUCATION ACT

The Student Loan Program of the National Defense Education Act permits a student to borrow up to $1,000 a year and to delay repayment until nine months after leaving school. Students have ten years to repay, with no interest during the period in college and three percent interest thereafter. The National Defense Education Act and the Guaranteed Student Loan Program under the Higher Education Act of 1965 are intended to coincide with reference to repayment provisions. The major difference between these programs aside from the original financing centers is the "forgiveness" feature and partial interest subsidy during repayment of the National Defense Student Loan. Persons who teach may have up to one-half of their loan forgiven through teaching service. Persons who teach in "hardship" elementary or secondary schools may qualify for the "forgiveness" rate of 15 percent a year for each year of teaching service. Thus, the entire obligation for repayment of an NDEA loan can be met by one by teaching seven years in a school designated as having a high concentration of students from impoverished families. During fiscal 1968, $4,349,429 in Federal NDEA loan funds were made available to North Carolina public and private colleges and universities.

V. VETERAN'S READJUSTMENT BENEFITS ACT OF 1966

The Veteran's Readjustment Benefits Act of 1966 (P.L. 89-358), the new "GI Bill," provides one month of educational benefits (up to a maximum of 36 months) for each month spent in the armed forces since January 31, 1955, the cut-off date for the Korean War Bill. The maximum allowance is $150 a month for a veteran with two dependents or more. The impact of the new GI Bill on future college enrollment is difficult to assess for several reasons. One reason concerns the unknown duration of the Viet Nam war. When the hostility ceases, however, it is felt that the number of ex-servicemen who will take advantage of the "GI" benefits will affect the enrollment pattern in North Carolina institutions of higher education.

VI. STATE FINANCIAL AID PROGRAMS

The State provides financial aid to college students for specified purposes. The 1967 General Assembly provided funds for student aid to

(1) Students who wish to train as teachers of mentally retarded children (an additional $100,000 for 1967-69 biennium, making a total of $200,000 available for the biennium). The Supervisor of Scholarships-Loans,

Department of Public Instruction, Raleigh, administers the program.

(2) Students who plan to teach in the public schools of the State (an additional $157,000 for 1967-69 biennium, making a total of $1,447,500 available for the biennium). The Supervisor of Scholarships-Loans, Department of Public Instruction, Raleigh, also administers this program.

(3) Students who are children of deceased or disabled war veterans, including the Viet Nam war ($1.3 million for 1967-69 biennium). The Director, North Carolina Department of Veteran Affairs, Raleigh, administers the program.

(4) Students who plan to enter medical and paramedical fields ($600,000 for 1967-69 beinnium). The North Carolina Medical Care Commission, Raleigh, administers the program.

(5) Students who are physically handicapped ($481,250 for 1967-69 biennium). The Vocational Rehabilitation Division, Department of Public Instruction, Raleigh, administers the program.

(6) Students who plan to enter such fields as psychiatric social work, social work and other occupations directly related to mental health, ($51,500 for 1967-69 biennium). The State Department of Mental Health, Raleigh, administers the program.

(7) Students who wish to work and study under provisions of the Higher Education Act of 1965. The sum of $400,000 was appropriated for the 1967-69 biennium to the Board of Higher Education for allocation to the colleges for the state's participation in this Federal program. The student aid officer at each college administers the program.

In addition to these appropriations for financial assistance to college students, the 1967 General Assembly also provided a State income tax exemption of $600 for each dependent who is a full-time student at an accredited college. The provision is applicable to the "income year beginning on and after January 1, 1968." The 1967 General Assembly also increased the State income tax exemption for a dependent from $300 to $600, effective January 1, 1968. This means that the State income tax exemption for an eligible dependent in college for the tax year of 1968 would total $1200.

VII. STATE EMPLOYEES TUITION FUND

In September 1967 the Mary Reynolds Babcock Foundation awarded a grant of $15,000 to the North Carolina Board of Higher Education for the establishment of a Tuition Refund Program in cooperation with the State Personnel Department. The State Personnel Board in March 1967 approved an educational leave policy which would allow full-time permanent State or local employees educational leave with pay in order to secure additional training in job-related instruction or to upgrade their knowledge and skills. To complement the Educational Leave Policy, the State Personnel Department requested funds from the Mary Reynolds Babcock Foundation for a grant which would provide tuition refunds for State employees who qualified under the Educational Leave Program. The eligibility of an employee is based upon the number of dependents in and the financial status of his family. An employee with a family income of less than $5,000 receives automatic reimbursement of instructional costs for one course. Reimbursement to an individual with a family income exceeding $5,000 is determined by a review committee. Approximately 100 state employees utilized the benefits of the tuition refund program during the 1967-68 academic year.

VIII. INSTITUTIONAL FINANCIAL AID

Most colleges have other student aid funds unique to particular institutions which have accumulated through the years from gifts and other sources. The financial aid officer of a college a student attends or wishes to attend usually coordinates the "packaging" of financial assistance for a student. The package may consist of institutional funds as well as funds available from Federal and State sources.

A summary of financial aid in each of the 16 public institutions during the 12-month period ending June 30, 1968, is shown in Table III on page 76.

IX. COMPREHENSIVE FINANCIAL AID STUDY

A major task of the Board of Higher Education relating to student financial aid during the biennium was a comprehensive study of financial aid management and resources done as part of the long-range plan. The two-part analysis of existing programs and need in the state for future programs, *A Study of Student Financial Aid in North Carolina, 1968*, was published in December 1968. The study analyzed management and operations practices in the 15 tax-supported institutions and made forecasts of funds required to support an adequate statewide program of student aid to supplement existing programs in North Carolina's public and private colleges and universities.

TABLE III STUDENT FINANCIAL AID AT NORTH CAROLINA PUBLIC SENIOR COLLEGES AND UNIVERSITIES FOR TWELVE-MONTH PERIOD ENDING JUNE 30, 1968

Institution	SCHOLARSHIPS (Grants and Awards)						TEACHING FELLOWSHIPS		CAMPUS PAYROLL (On-Camp.Stud. Jobs)		STUDENT LOAN FUNDS			
	Non-Athletic		Athletic		Total						Loans Granted		Outstanding Loans*	
	Number	Amount	Number	Amount	Number	Amount	Number	Amount	No. of Students	Amount	Number	Amount	Number	Amount
N.C. State University	1,388	$622,379	178	$242,757	1,566	$865,136	703	$2,021,000	3,625	$553,389	1,292	$617,175	2,891	$2,172,740
UNC-Chapel Hill	3,202	3,849,380	179	237,430	3,381	4,086,810	652	1,208,895	1,520	450,000	1,744	851,668	6,800	4,358,453
UNC-Charlotte	303	81,445	-	-	303	81,445	-	-	219	83,074	206	29,614	137	65,596
UNC-Greensboro	700	298,509	-	-	700	298,509	148	202,150	1,175	309,778	499	185,514	158	613,298
Appalachian	768	199,728	102	42,063	870	241,791	120	152,000	1,058	301,649	868	297,123	2,229	961,522
Asheville-Biltmore	130	47,118	12	8,000	142	55,118	-	-	190	31,652	85	28,965	49	28,905
East Carolina	1,363	260,300	187	102,133	1,550	362,433	145	288,667	2,104	366,879	987	355,401	1,693	1,158,917
Elizabeth City	610	158,268	38	4,000	648	162,268	-	-	598	119,280	663	119,255	648	195,402
Fayetteville	295	62,102	53	5,142	348	67,244	-	-	206	53,652	402	106,862	1,138	487,554
N.C. A and T	661	279,693	68	69,109	729	348,802	36	30,628	756	328,124	1,056	358,547	2,991	1,242,356
N.C. College	618	193,000	71	32,345	689	225,345	31	13,350	958	258,091	1,215	318,056	3,267	1,689,856
N.C. School of Arts	78	17,515	-	-	78	17,515	-	-	53	18,350	12	2,734	-	-
Pembroke	217	41,875	40	7,395	257	49,270	-	-	200	73,683	218	44,126	548	150,854
Western Carolina	1,022	304,315	67	32,623	1,089	336,938	-	-	749	284,456	555	183,505	1,410	708,280
Wilmington	91	14,850	21	6,000	112	20,850	30	9,000	65	17,065	30	11,200	142	71,449
Winston-Salem	264	98,420	42	14,186	306	112,606	-	-	343	109,837	386	125,243	904	541,080
TOTAL	11,710	6,528,897	1,058	803,183	12,768	7,332,080	1,865	3,925,690	13,819	3,358,959	10,218	3,634,988	25,005	14,446,262

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* Does not include loans granted during the year.

The study revealed that there presently exists a $22 million deficit between existing program resources and reasonable projections of the needs of students presently enrolled in our colleges. For the first time the State has a comprehensive analysis based upon reliable data as a beginning point in charting its future direction in this critical area.

Because of the substantial deficit identified, the long-range plan recommended the creation of a Legislative Study Commission to investigate further the question and to bring recommendations for the funding of a comprehensive student assistance program to the 1971 General Assembly.

CHAPTER VII

CONTINUING EDUCATION AND COMMUNITY SERVICE

Major Board activities in the area of continuing education and community services have been related to the administration of Title I of the Federal Higher Education Act of 1965 and the launching of a major study of extension, continuing education, and community service in North Carolina.

I. TITLE I (COMMUNITY SERVICE AND CONTINUING EDUCATION)

The Board was designated by Governor Moore on December 29, 1965, as the State agency to develop and administer a comprehensive State Plan for coordinating community service and continuing education programs in North Carolina under the provisions of Title I of the Higher Education Act of 1965. Title I provides for a program "to strengthen community service programs of colleges and universities...designed to assist in the solution of community problems in rural, urban and suburban areas, with particular emphasis on urban and suburban problems." The Title I effort in North Carolina has been directed toward solving community problems in the areas of employment, health, government, and community economic development.

Federal funds covered 75 percent of the costs of the program in fiscal years 1966 and 1967, and 50 percent in fiscal 1968. North Carolina's allocation of Federal funds was $220,046 in fiscal 1966 and $220,510 in each of the fiscal years 1967 and 1968. The costs of administering the program at the state level were allocated between Federal and non-Federal sources in the same ratios as indicated above.

Institutions of higher education conducting Title I programs have contributed the matching share. North Carolina's total allocation of Federal funds for the three years of participation in Title I was $661,066. With the matching share added to the Federal funds, a total of $967,673 has been expended or committed to 55 Title I programs at colleges and universities in North Carolina.

Seventeen programs were approved and funded during fiscal 1967 at eight public senior institutions. Private institutions participated in Title I for the first time in fiscal 1968. Of the 24 programs approved and funded in 1968, six are at private institutions. The following institutions had programs funded through Title I during fiscal years 1967 and 1968.

Institution	Programs	Funding Federal and Matching
Appalachian State University	1	$ 27,080.00
East Carolina University	6	49,031.00
Greensboro College	1	1,000.00
Guilford College	1	2,000.00
Johnson C. Smith University	1	4,205.00
N. C. Agricultural and Technical State University	1	24,088.00
N. C. College at Durham	1	43,319.87
N. C. State University	12	261,911.01
Rockingham Community College	1	16,511.00
Shaw University	1	52,800.00
St. Augustine's College	2	9,790.00
UNC at Chapel Hill	6	76,556.07
UNC at Charlotte	3	32,104.00
UNC at Greensboro	2	49,443.00
Western Carolina University	1	20,657.00
Winston-Salem State College	1	30,080.00
Total (Fiscal 1967 and 1968)	41	$700,575.95

The 17 proposals approved by the Board for funding in fiscal year 1967 were as follows:

	Federal	Non-Federal Matching	Total
EMPLOYMENT			
East Carolina University A Regional Program for Employment and Job Training Information In Eastern North Carolina	$ 20,748.00	$ 6,917.00	$ 27,665.00
North Carolina State University Adult Counseling for Continuing Education	9,729.77	3,244.29	12,974.06
North Carolina State University Occupational Counseling for a Community Correctional Center	12,229.84	4,079.03	16,308.87
HEALTH			
East Carolina University Non-Credit Courses for the Professional Improvement of Registered Nurses Employed in Local Public Health Agencies in N. C.	3,270.00	1,090.00	4,360.00
East Carolina University A Training Laboratory in Mental Health and Human Relations	2,562.00	855.00	3,417.00
North Carolina College at Durham A Continuing Community Health Education Program for Certain Disadvantaged Areas of Durham, North Carolina	32,489.85	10,830.02	43,319.87
Western Carolina University A Regional Program Designed to Develop Leadership in the Improvement and Use of Health Facilities and Services	14,804.00	5,853.00	20,657.00
GOVERNMENT			
East Carolina University A Course in Social Work Philosophy and Principles for Employed Social Service Workers	1,347.00	450.00	1,797.00

	Federal	Non-Federal Matching	Total
North Carolina State University Intensive Education Program for Community Center Recreation Leaders	$ 25,352.26	$ 8,454.26	$ 33,806.52
North Carolina State University Use and Application of Design Processes in Governmental Planning	4,036.82	1,355.16	5,391.98
University of N.C. (Chapel Hill) Production of a Training Film Dealing with the Emerging Governmental Problems of the Piedmont, North Carolina Region	24,450.00	8,150.00	32,600.00
University of N. C. (Chapel Hill) Leadership Training for Governmental and Lay Organizational Heads	4,855.00	1,630.00	6,485.00
University of N. C. (Chapel Hill) A Series of Board Training Workshops for Recreation Board and Commission Members and Key Recreational Administrative Personnel	3,685.00	1,237.50	4,922.50
University of N. C. (Greensboro) A Program for Training in Interpersonal Relations for Personnel Concerned with Community Problems in North Carolina	21,118.00	7,040.00	28,158.00
COMMUNITY ECONOMIC DEVELOPMENT			
North Carolina State University Improving the Output of Community and Municipal Water Systems	1,537.62	518.36	2,055.98
OTHERS, RELATED TO TWO OR MORE OF THE ABOVE COMMUNITY PROBLEM AREAS			
North Carolina State University A Community Service Center	14,697.65	4,905.95	19,603.60
University of N. C. (Chapel Hill) Research and Development of an Educational Program Model to Prepare Organized Community Groups for Inter-Organizational Problem Solving (Second Phase)	11,928.00	4,114.00	16,042.00
TOTALS: FY 1967 **Programs** - 17	$208,841.56	$70,723.57	$279,565.13

The 24 proposals approved by the Board for funding in fiscal year 1968 were as follows:

	Federal	Non-Federal Matching	Total
EMPLOYMENT			
North Carolina State University Continuing Education Seminar for Women Preparing to Reenter the Labor Market	$ 1,320.00	$ 1,760.00	$ 3,080.00
University of N. C. (Greensboro) A Counseling Center for Women of Piedmont North Carolina	10,642.50	10,642.50	21,285.00
Winston-Salem State College A Program of Continuing Education Designed to Improve Employment Opportunities Through the Extended Services of Winston-Salem State College	15,040.00	15,040.00	30,080.00
HEALTH			
Rockingham Community College Community Health Improvement Program	8,255.50	8,255.50	16,511.00
University of N. C. (Chapel Hill) Innovation in Clinic Nursing: Personnel, Patients and Practices	5,060.00	5,061.00	10,121.00
University of N. C. (Chapel Hill) Non-Credit Course for Professional Improvement of Registered Nurses Employed in Local Public Health Agencies in North Carolina	3,162.50	3,223.07	6,385.57
GOVERNMENT			
East Carolina University A Course for Employed Social Workers	1,578.00	1,578.00	3,156.00
Guilford College Municipal Management Training Program	1,000.00	1,000.00	2,000.00

	Federal	Non-Federal Matching	Total
Johnson C. Smith University A Leadership Training Program for Board and Commission Members in the Charlotte-Mecklenburg Area	$ 2,052.50	$ 2,152.50	$ 4,205.00
North Carolina State University A Symposium on Transportation for Inter-Urban and Intra-Urban Areas	3,696.00	3,877.00	7,573.00
North Carolina State University Workshop on the Protection of Public Water Supplies	1,677.00	1,944.00	3,621.00
North Carolina State University Fire Service Center	4,070.00	6,050.00	10,120.00
Saint Augustine's College A Workshop for Policemen in Group and Individual Psychology	2,035.00	2,035.00	4,070.00
University of N. C. (Charlotte) Workshop on Communication Problems in an Urban Community	2,413.00	2,413.00	4,826.00
University of N. C. (Charlotte) Seminar on Uniform Accounting and Budgeting for Voluntary Health and Welfare Organizations	2,613.00	2,613.00	5,226.00
COMMUNITY ECONOMIC DEVELOPMENT			
Appalachian State University A Pilot Program for Providing University Assistance to Small Economic Enterprises in Isolated Communities	13,540.00	13,540.00	27,080.00
North Carolina State University A Comprehensive Training Program in Community Resource Development for Professionals, Sub-Professionals and Leaders in North Carolina	44,000.00	44,074.00	88,074.00
Saint Augustine's College Improvement of the Economic Conditions of Small Businesses Within the Community	2,860.00	2,860.00	5,720.00

OTHERS, RELATED TO TWO OR MORE OF THE ABOVE COMMUNITY PROBLEM AREAS

	Federal	Non-Federal Matching	Total
East Carolina University A Workshop for Counselors working with the Disadvantaged of Eastern North Carolina	$ 4,318.00	$ 4,318.00	$ 8,636.00
Greensboro College The Training of Teachers for the Dsylexic Child and Other Children With Severe Reading Problems	500.00	500.00	1,000.00
N. C. Agricultural and Technical State University A Program of Training for Professional Leaders Representing Economically Depressed Communities in Guilford County, N. C.	11,298.00	12,790.00	24,088.00
North Carolina State University Urban Affairs and Community Service Center	29,443.00	29,859.00	59,302.00
Shaw University Community Citizenship Training Program	26,400.00	26,400.00	52,800.00
University of N. C. (Charlotte) Community Service and Continuing Education Center	11,026.00	11,026.00	22,052.00
TOTALS: FY 1968 Programs - 24	$208,000.00	$213,011.57	$421,011.57

II. STATE ADVISORY COUNCIL

A State Advisory Council advises and consults with the Board in the administration of Title I programs. The Council assists in the preparation of the annual amendment to the State Plan and recommends proposals to the Board for funding. The Advisory Council membership as of December 1968 was as follows:

Paul N. Guthrie, Jr., State Planning Task Force, Raleigh
W. C. Harris, Member of the North Carolina Board of Higher Education, Raleigh
W. Burns Jones, M.D., Assistant Health Director, Board of Health, Raleigh

Paul A. Miller, Professor of Education, University of North Carolina at Charlotte
J. A. Pritchett, Member of the North Carolina Board of Education and North Carolina Board of Higher Education, Windsor
Prezell R. Robinson, President, St. Augustine's College, Raleigh
John S. Stewart, P. O. Box 3839, Durham
William L. Turner, Administrative Dean for University Extension, North Carolina State University, Raleigh*
Robert H. Ward, Assistant Commissioner, State Department of Public Welfare, Raleigh
S. Leigh Wilson, Assistant Executive Director, North Carolina League of Municipalities, Raleigh

The 50 percent matching requirement for participating institutions for the fiscal 1968 program was a factor which prohibited a number of institutions from conducting Title I programs and limited the size of programs at certain institutions. With endorsement from the North Carolina Council on Higher Education for Adults, the Title I Advisory Council, and from institutions desiring to participate in Title I programs, the Board of Higher Education requested an appropriation of $350,000 from the 1967 General Assembly as a reserve fund for use by participating public institutions in matching Federal funds. This request, not favorably considered by the 1967 General Assembly, has been resubmitted by the Board for the 1969-71 biennium.

III. EXTENSION STUDY

A study of extension, continuing education, and community service in North Carolina has been initiated by the Board staff, with the cooperation of institutional representatives, to assess the needs and identify resources, to establish goals, and to recommend means for achieving these goals in

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*In January 1969 Dr. Turner was appointed by Governor Scott as Director of the State Department of Administration.

North Carolina. A survey, conducted by the Board, revealed that two-thirds of the 71 colleges in North Carolina currently conduct extension or continuing education activities in one form or another and that additional institutions plan to undertake such programs in the near future. The Board also conducted a survey to determine the type and number of off-campus courses offered for credit by the public institutions of higher education. This survey revealed that off-campus courses for credit were offered in 111 locations during the 1967-68 academic year by six public senior institutions. There were 22,083 course registrations in 401 off-campus credit courses, with many students enrolling in two or more courses. Although approximately 50 percent of these credit courses were offered in the field of education, courses were also conducted in 22 other subject areas.

IV. NORTH CAROLINA COUNCIL ON HIGHER EDUCATION FOR ADULTS

The North Carolina Council on Higher Education for Adults, an autonomous organization composed of extension directors and representatives of graduate and undergraduate schools of public senior institutions offering extension courses and/or graduate work, met at regular intervals during the biennium with reference to matters of mutual interest. A staff member of the Board of Higher Education served as Secretary of the Council.

CHAPTER VIII

HIGHLIGHTS OF OTHER ACTIVITIES

Activities of the Board of Higher Education in reference to planning, research, providing information, allotting major functions and activities of and determining types of degrees to be awarded by the public senior colleges, licensing new-degree granting institutions (excluding community colleges), and administering two statewide programs provided by the Federal Higher Education Act of 1965 have been reported in previous chapters. In further carrying out its legal mandate to "promote the development of a sound, vigorous, progressive, and coordinated system of higher education...," the Board has been involved in numerous other activities during the biennium. These are reported in this chapter.

I. ADMINISTRATION OF SPECIAL FUNDS

The Board administers several funds other than its own current operating funds. These funds include (1) the Reserves for Distribution to Institutions, (2) the North Carolina Computer Orientation Project, (3) Title I of the Higher Education Act of 1965, (4) the State Education Assistance Authority, (5) the State Employees Tuition Fund, and (6) the Higher Education Research Project. These funds are briefly described below. More detailed descriptions of the activities or programs which they support are found elsewhere in this report.

The Reserves for Distribution to Institutions include money to provide public institutions the State matching portion of College Work-Study Program funds, to finance Offices of Institutional Research and Development at the public institutions, and to provide special financial assistance to the five public predominantly Negro institutions. These funds totaled approximately $1,800,000 for the 1967-69 biennium.

The North Carolina Computer Orientation Project funds allow North Carolina colleges and universities to utilize the facilities of the Triangle Universities Computation Center in the Research Triangle Park. The funds were provided by private foundation grants totaling $287,800.

Title I of the Higher Education Act of 1965 funds provided by the Federal government are used to finance the federal portion of Community Service and Continuing Education programs which have been approved by the Board of Higher Education, the state administering agency.

The State Education Assistance Authority funds are used to insure loans made under the Higher Education Act of 1965 and the National Vocational Student Loan Insurance Act of 1965. The Board serves as the secretariat for SEAA.

The State Employees Tuition Fund, sponsored by the Mary Reynolds Babcock Foundation, reimburses eligible State and local government employees for part of the cost of continuing their education.

The Higher Education Research Project, financed by a private foundation grant, was basically a study of higher education at Negro institutions. This project was completed during 1967.

II. INSTITUTIONAL BUDGET REVIEWS

The General Statutes require that the Board "review the institutional budget requests to determine whether the same are consistent with the primary purposes of the institution and the functions and activities allocated to the institution by statute or by the Board."

The "A", "B", and "C" budget requests of the public senior institutions of higher education for the 1969-71 biennium were reviewed and summarized. The "A" budget is for continuing operations at present levels of support; the "B" budget for new and expanded programs and services; and the "C" budget for capital improvements. Several institutional "B" budgets included requests for new programs which the Board had not approved. These were brought to the attention of the Advisory Budget Commission and the institutions concerned. For further information concerning budgets see Chapter IX and Appendix A.

III. DATA PROCESSING AND COMPUTER EDUCATION

In spring 1964 the Board of Higher Education appointed a Computer Advisory Committee to advise it on computer usage and computer science curricula. Members of the committee as of December 1968 were

James K. Ferrell (Chairman), Chemical Engineering Department, North Carolina State University
Frederick P. Brooks, Department of Information Science, University of North Carolina at Chapel Hill
Morris S. Davis, President, Triangle Universities Computation Center
Thomas M. Gallie, Jr., Mathematics Department, Duke University
James W. Hanson, Director, Computation Center, University of North Carolina at Chapel Hill
Arthur Jackson, Computer Center, North Carolina Agricultural and Technical State University
R. E. Johns, Director, State Central Data Processing
Milam Johnson, Mathematics Department, East Carolina University
Paul Lewis, Director, Computing Center, North Carolina State University

George E. Nicholson, Jr., Mathematical Statistics, University of North Carolina at Chapel Hill
Louis T. Parker, Director, North Carolina Computer Orientation Project
John W. Sawyer, Wake Forest University
Ralph W. Stacey, School of Medicine, University of North Carolina at Chapel Hill

Members of this committee have indicated their willingness to serve as an advisory committee to colleges concerning the use of computers in administration and academic applications.

Following its appointment in 1964, this committee (1) surveyed computer equipment and curricula in the colleges and published in January 1965 a report, Data Processing and Computer Education in North Carolina, (2) held a statewide one-day conference on computer education in January 1965, attended by representatives of over 20 institutions, (3) sponsored two regional one-day conferences in October 1965, and (4) recommended the development of a powerful computer facility in the Research Triangle Park by Duke University, North Carolina State University, and the University of North Carolina at Chapel Hill. The jointly-operated center would be financed through a pooling of resources by these three institutions.

In spring 1966 the Triangle Universities Computation Center was established, followed in November by installation of the IBM System/360, Model 75 Computer. Today, TUCC is one of the world's outstanding computer centers. The TUCC computer has such capability that all colleges in the state, both public and private, can use it through a telephone line network. To utilize the computer more fully and to help offset the cost of its operation, TUCC has made use of the facility available to other institutions in this way.

IV. NORTH CAROLINA COMPUTER ORIENTATION PROJECT

To coordinate and assist colleges wishing to take advantage of the service offered by TUCC, the Board of Higher Education in May 1966 established the North Carolina Computer Orientation Project to encourage and facilitate computer use in the colleges. This project, financed by foundation funds totaling $287,800, offers to institutions use of the TUCC computer for one year without charge. Submission of a proposal showing the planned educational use of the service and designation of a faculty member responsible for the project are the only requirements imposed on a college. Eligible for participation in NCCOP are technical institutes, two-year colleges, and senior colleges and universities, public and private.

The Computer Orientation Project endeavors to produce an educational breakthrough by bringing modern technology to colleges in North Carolina years ahead of the normal course of events. Novel features of NCCOP are the concept of universal regional availability and the provision of "circuit-riders" to instruct and assist personnel at using institutions.

In November 1966 the North Carolina Agricultural and Technical State University and the University of North Carolina at Charlotte linked into the projected computer network as the initial installations. A total of 42 institutions have participated in this computer project. These institutions are

Appalachian State University
Asheville-Biltmore College
Barber-Scotia College
Belmont Abbey College
Bennett College
Campbell College
Central Piedmont Community College
Davidson College
Durham Technical Institute
East Carolina University
Elizabeth City State College
Fayetteville State College
Fayetteville Technical Institute
Gardner-Webb Junior College

Gaston College
Guilford College
High Point College
Lenoir County Community College
Lenoir Rhyne College
Meredith College
Montreat Anderson College
North Carolina Agricultural and Technical State University
North Carolina College
North Carolina School of the Arts
Pembroke State College
Pfeiffer College
Pitt Technical Institute
Queens College
Rockingham Community College
St. Andrews Presbyterian College
St. Augustine's College
Salem College
Southeastern Community College
Southwestern Technical Institute
Technical Institute of Alamance
UNC at Charlotte
UNC at Greensboro
Wake Forest University
Warren Wilson College
Western Piedmont Community College
Western Carolina University
Wilmington College
Winston-Salem State College

As of December 1968, 22 of these institutions had completed their year of free service through NCCOP. Fifteen of the 22 elected to continue the service at their expense.

In December 1968 the Computer Advisory Committee resolved to terminate the North Carolina Computer Orientation Project as of February 1970. Since its funds have been encumbered, the Project may have to terminate earlier, possibly by September 1969, unless additional support is found.

V. NURSING EDUCATION

Two significant developments occurred in the field of nursing education during the biennium. The first was that the 1967 General Assembly, on recommendation of the Joint Committee on Nursing Education of the State Board of Higher Education and State Board of Education, appropriated $300,000 for the 1967-69 biennium to provide financial assistance to hospital programs of nursing education leading to diplomas in nursing. The second development was the formulation of a long-range plan, entitled Nursing Education in North Carolina - Today and Tomorrow, published by the State Board of Higher Education in December 1967.

State aid to hospital nursing education programs. At a June 28, 1966 hearing of a special study committee of the Legislative Research Commission concerning the shortage of nursing in North Carolina, the study committee requested that the Joint Committee on Nursing Education of the State Board of Higher Education and the State Board of Education take the initiative to bring together representatives of the several organizations and agencies concerned in an effort to develop recommendations for legislative action that could be supported by all.

In response to this request, the Director of Higher Education, who was also chairman of the Joint Committee, convened a meeting three days later of representatives of groups in North Carolina having an interest in nursing education. Groups represented were the Medical Society of the State of North Carolina, the North Carolina Hospital Association, the North Carolina State Nurses' Association, the North Carolina League for Nursing, the State Board of Nursing, the State Department of Community Colleges, and the State Board of Higher Education.

Following a series of meetings, formally designated representatives of the organizations unanimously adopted recommendations, one of which called for an appropriation to the State Board of Education to assist existing diploma nursing education programs in public and voluntary hospitals. The hospital schools of nursing would be eligible, at their option, to apply for such assistance to their nursing programs, under guidelines and standards set by the Department of Community Colleges and the State Board of Education. The State Board of Higher Education endorsed and approved the recommendations on September 16, 1966, and the State Board of Education did likewise on September 24. The recommendations were formally transmitted to the study committee of the Legislative Research Commission on September 30 by the Director of Higher Education with the comment that they represent a "major achievement reflecting the cooperation and good will of all."

Following the submission of recommendations by the Joint Committee on Nursing Education of the State Board of Higher Education and the State Board of Education, the 1967 General Assembly appropriated $300,000 to the State Board of Education for the 1967-69 biennium to provide financial assistance to hospital diploma programs of nursing education. To qualify for this assistance a program must be conducted by an educational unit in nursing fully accredited by the State Board of Nursing and operated under the authority of a public or nonprofit hospital licensed by the North Carolina Medical Care Commission.

The State Board of Education each year of the biennium distributes funds to eligible educational units in nursing or hospitals, upon their application for assistance, on the basis of $100 per student enrolled in the programs as of December 1 of the preceding year. The State Board of Education is responsible for making such reasonable rules and regulations as are necessary to carry out the provisions of the legislation and to insure that the financial assistance is used directly for faculty and instructional needs of diploma nursing programs.

In 1967 state financial assistance was made available to eligible educational units in nursing or hospitals on the basis of 1,612 students enrolled; in 1968 it was made available on the basis of 1,634 students enrolled. This number of students required funds in addition to the $300,000 appropriated by the 1967 General Assembly. A supplement of $24,600 was approved by Governor Moore and the Council of State in August 1968 for disbursement from the Contingency and Emergency Fund.

Statewide planning for nursing education. In December 1967 the Board of Higher Education published Nursing Education in North Carolina -- Today and Tomorrow. This is the third survey of nursing education in North Carolina since World War II. The first, Nursing and Nursing Education in North Carolina, was published in 1950 under the sponsorship of the University of North Carolina and the North Carolina Medical Care Commission. The second, Report of Survey of Nursing Education in North Carolina, directed by Ray E. Brown of Duke University, was published in 1964. The 1964 survey was sponsored by the State Board of Higher Education, the State Board of Education, and the North Carolina Medical Care Commission. One of Brown's recommendations was that the Board of Higher Education and the State Board of Education appoint a Joint Committee on Nursing Education "in order to insure systematic planning for nursing education on a statewide basis."

In January 1965 the two Boards established the Joint Committee as recommended by Brown. In September 1965 the Committee, which initially limited its concern to nursing programs from which graduates are eligible to take the licensure examination for registered nurses, was requested by the State Department of Community Colleges to include practical nursing education. Such inclusion resulted in the entire spectrum of nursing education being the concern of the Joint Committee.

The membership of the Joint Committee includes representatives from the State Board of Higher Education, North Carolina Board of Nursing, State Board of Education, State Department of Community Colleges, North Carolina Hospital Association, Medical Society of the State of North Carolina, North Carolina State Nurses' Association, North Carolina League for Nursing, and several institutions that conduct nursing education programs in the State. Members of the Joint Committee as of December 1968 were

Howard R. Boozer, Regional Education Laboratory for the Carolinas and Virginia, Durham (Chairman)
Mrs. Harry P. Horton, Pittsboro, State Board of Higher Education
Miriam Daughtry, R. N., State Department of Community Colleges, Raleigh
Charles H. Frenzel, Duke University Medical Center, Durham
Mrs. Jesse Kiser, R. N., Central Piedmont Community College, Charlotte
John Ketner, North Carolina Hospital Association, Raleigh
Mrs. Eloise R. Lewis, R. N., University of North Carolina at Greensboro
Sister Jeanne Margaret McNally, R. N., Mercy Hospital, Charlotte
Margaret C. Moore, R. N., University of North Carolina at Greensboro
George W. Paschal, Jr., M. D., Raleigh
John M. Reynolds, State Board of Education, Asheville
Eugene J. Smith, R. N., Memorial Hospital, Charlotte
Mary McRee, R. N., North Carolina Board of Nursing, Raleigh
Isabelle Webb, R. N., Watts Hospital, Durham
Mrs. Jo Anne Alston, North Carolina State Nurses' Association, Raleigh
John F. Corey, State Board of Higher Education, Raleigh (*Ex Officio*)

The Joint Committee initiated a long-range planning study of nursing education in North Carolina in 1966. The study was developed under the general direction and auspices of the Joint Committee with the staff of the Board of Higher Education providing research, writing, secretarial, and other staff services. Mrs. Ida Harper Simpson of Duke University and Eun Sul Lee of the Board of Higher Education prepared the initial draft. Miss Margaret Moore of the University of North Carolina at Greensboro and Dr. John F. Corey, Assistant Director of the Board of Higher Education, edited the final report. The report included a description of the status of nursing education in North Carolina and suggestions and guidelines for its future development in the State. The report's recommendations for nursing education programs were as follows:

> Courses of Action
>
> 1. Student recruitment should be intensified.
> 2. Enrollment in adequate programs should be expanded.
> 3. Inadequate programs should be upgraded.
> 4. Continuing education and refresher course programs should be expanded.
> 5. Programs with 50 percent of graduates failing over a period of three years the licensing examination for nursing should be phased out.
> 6. Graduate nursing education programs should be expanded. Master's degree programs should be undertaken only in institutions having adequate baccalaureate programs.
>
> Minimum Standards
>
> 1. Hospital clinical resources should be sufficient at the various levels of nursing education to maximize exposure of students to a variety of patients and existing nursing situations: practical nursing education programs should use a hospital with at least a minimum daily average census of 60 patients and an operating room, a delivery room, a clinical laboratory and diagnostic X-ray; diploma or associate degree programs should use a hospital with an average daily census of 150 or above, with 7 or more facilities; and baccalaureate programs should use hospitals with an average daily census of 300 or above and with 12 or more facilities.
>
> 2. Enrollment in a nursing program should insure a ratio of at least five patients to each student receiving clinical experience *in a given area* or department of the training hospital *at a given time*.

3. Only in unusual circumstances should one hospital be used simultaneously by more than one program for registered nurses.
4. No program should be established in the absence of the availability of a primary hospital meeting the criteria on size and facilities.
5. The educational attainment of a faculty member should be at least one level more advanced than the level of nursing which she teaches, but not less than a baccalaureate degree.

VI. TRANSFER STUDENTS

Students who seek to transfer from one college to another often encounter a variety of problems which cause them to lose course credits and time. In many instances, these problems are created by the students themselves who change their educational goals or select institutions for which they are not fully qualified. Often, however, the problems are due to variations in admissions procedures and general education requirements among the colleges and universities. The differences have been especially troublesome in North Carolina with its 29 two-year and 42 senior colleges. The institutions' different points of historical origin, educational programs, kinds of students, and purposes, coupled with considerable autonomy, have led to differences in their academic programs and admissions procedures.

A 1963 study committee of the North Carolina Association of Colleges and Universities (formerly the North Carolina College Conference), under the chairmanship of Jay H. Ostwalt of Davidson College, concluded that the lack of consensus among colleges about general education and transfer procedures was "sufficiently great to cause prospective transfer students serious difficulties and, therefore, to justify a serious effort to bring some degree of standardization into them." The study committee recommended "eliminating unnecessary variability in policies and procedures for handling of students transferring."

The recommendations were especially timely, considering the continual rise in number of collegiate transfers. In fall 1968 more than 7,000 undergraduate students transferred among the 71 North Carolina institutions of higher education. The number of transfers is expected to increase as the new community colleges become fully operational. The trend is that two-year colleges more and more will form the broad base of higher education as enrollment climbs in years ahead. In fall 1968, for example, a total of 1,536 undergraduate students from two-year colleges, public and private, transferred to the public senior institutions, compared to 1,154 in 1967 and 926 in 1966 (see table below). The growth of the junior colleges accentuates the need for a commonly acceptable program of general education in the first two years of undergraduate study involving a minimum loss of credits or time when a student transfers from one institution to another at the end of his sophomore year.

To deal with the mounting transfer questions, especially the development of a commonly acceptable general education program, the Joint Committee on College Transfer Students was created in January 1965 by the North Carolina Association of Colleges and Universities, the North Carolina Board of Higher Education, the State Board of Education, and the North Carolina Association of Junior Colleges. Dr. Ostwalt of Davidson College was appointed chairman of the Joint Committee. He was succeeded in November 1966 by President Budd

TABLE IV NUMBER OF TRANSFER STUDENTS FROM NORTH CAROLINA TWO-YEAR COLLEGES TO NORTH CAROLINA PUBLIC SENIOR INSTITUTIONS, 1966 TO 1968

Institution	Fall 1966	Fall 1967	Fall 1968
COMMUNITY COLLEGES			
Central Piedmont	13	64	90
College of Albemarle	41	40	30
Davidson County	1	9	22
Gaston	38	40	52
Isothermal	-	2	14
Lenoir County	2	17	26
Rockingham	-	1	38
Sandhills	4	44	56
Southeastern	5	28	39
Surry	-	2	32
Wayne	-	-	2
Western Piedmont	-	2	49
Wilkes	-	2	27
Other Institutions	-	7	5
Community Colleges Total	104	258	482
PRIVATE JUNIOR			
Brevard	66	77	67
Chowan	64	57	54
Gardner-Webb	108	116	107
Kittrell	2	5	20
Lees-McRae	36	51	76
Louisburg	61	76	83
Mitchell	45	66	77
Montreat-Anderson	16	11	35
Mt. Olive	20	28	36
Oak Ridge	11	-*	-*
Peace	59	59	59
Sacred Heart	11	-**	-**
St. Mary's	51	65	76
Southwood	19	30	18
Vardell Hall	1	3	8
Warren Wilson	7	-**	-**
Wingate	245	246	331
Other Institutions	-	6	7
Private Junior Total	822	896	1,054
GRAND TOTAL	926	1,154	1,536

* Discontinued college programs.

** Became senior college.

E. Smith of Wingate College. President Smith in turn was succeeded in November 1967 by Charles Bernard, Director of Admissions, University of North Carolina at Chapel Hill. After the death of Mr. Bernard in September, 1968, the chairmanship was assumed by John York, chairman-elect of the Joint Committee. Mr. York is the dean of Louisburg College.

John H. Horne, Director of Admissions at East Carolina University, served as secretary-treasurer until November 1967. He was succeeded by John F. Corey of the North Carolina Board of Higher Education.

The present membership of the Joint Committee is as follows:

North Carolina Association of Colleges and Universities
  James C. Simpson, Dean, Livingstone College, Salisbury (1969)
  Kenneth Raab, Director of Admissions, North Carolina State University, Raleigh (1970)
  W. R. Coleman, Dean, Johnson C. Smith University, Charlotte (1971)

North Carolina Association of Junior Colleges
  John York, Director of Administration, Louisburg College, Louisburg (1969)
  Bruce Whitaker, President, Chowan College, Murfreesboro (1970)
  E. Phillip Comer, President, Southeastern Community College, Whiteville (1971)

State Board of Education
  William Richardson, Dean, Wilkes County Community College, Wilkesboro (1969)
  Grady E. Love, President, Davidson County Community College, Lexington (1970)
  Allen S. Hurlburt, Professor of Education, Duke University, Durham (1971)

State Board of Higher Education
  Richard G. Cashwell, Acting Director of Admissions, University of North Carolina at Chapel Hill, Chapel Hill (1969)
  Marion M. Richards, Dean, Catawba College, Salisbury (1970)
  Marion D. Thorpe, President, Elizabeth City State College, Elizabeth City (1971)

Ex Officio
  John F. Corey, Assistant Director, North Carolina Board of Higher Education, Raleigh

J. P. Freeman, Secretary, North Carolina Association of Colleges and Universities, State Department of Public Instruction, Raleigh
Charles A. Bucher, Director for College Parallel Programs, Department of Community Colleges, State Board of Education, Raleigh
Richard H. Hagemeyer, President, North Carolina Association of Junior Colleges (President, Central Piedmont Community College), Charlotte
Budd E. Smith, Past Chairman (President, Wingate College), Wingate

The Joint Committee in 1966 initiated a statewide study of articulation between two-year and senior institutions. The study was done by nine subcommittees, consisting of over 800 North Carolina educators from junior and senior colleges. Suggestions that would result in better articulation were developed in the following areas: admissions, biological sciences, English, foreign languages, humanities, mathematics, physical education, physical sciences, and social sciences. Drafts of study reports by the subcommittees were reviewed by approximately 1,000 other educators on college campuses across the state and were discussed and refined in conferences sponsored by the Joint Committee. The recommended articulation guidelines, representing a major achievement in academic cooperation, were published by the Board of Higher Education in December 1967, after approval by the Joint Committee on College Transfer Students.

The suggested policies concerning the admission of transfer students in senior colleges are as follows:

(1) Performance in a junior college transfer program is the best single predictor of success in a four-year institution and therefore should count most heavily in the admissions decision.

(a) Junior college students who are ineligible to enter a four-year institution at the freshman level because of poor high school records should not be denied admission as transfer students on these grounds. It is recommended that the original college consider use of standardized tests, given at end of the third or beginning of the fourth semester or sixth quarter, to guide those students seeking entrance to another institution.

(b) Aptitude and achievement test scores may be useful to counselors as supplementary information in assisting junior college students to make wise decisions about transfer. However, applicants who qualify for transfer on the basis of their grades in junior colleges should not be denied admission solely on the basis of test scores.

(c) Except in unusual circumstances, students entering two-year institutions should complete their program at the original institution.

(2) Senior colleges should consider all grades earned by the prospective transfer. Acceptance or rejection of courses passed with a grade of "D" should be at the discretion of the receiving institution. Transfers from junior or senior colleges should be able to transfer at least one-half the hours required for graduation.

(3) Students with satisfactory records seeking to transfer from institutions not accredited should be accepted provisionally by the senior institution pending satisfactory completion of at least one full semester's work.

(4) Colleges and universities with varied policies in regard to admissions clearances and required deposits should adopt a uniform policy. Admission notices should be mailed as students' records are cleared and no deposits should be required prior to April 1.

Recommendations of the Joint Committee concerning general education programs in the several academic disciplines are reprinted as Appendix I in this report.

VII. STUDENT RESIDENCY DETERMINATION

Policies and procedures used to determine in-state and out-of-state residency classification of students in public colleges vary from state to state and from institution to institution. Generally, a student finds it more difficult to qualify for in-state residency for tuition assessment purposes than for voting or other purposes. Tuition charged out-of-state students is higher than that charged in-state students. Out-of-state tuition is also increasing rapidly. Uniform publicized regulations for residency classification are important to the individual student and the institutions.

The 1962 Report of the Governor's Commission on Education Beyond the High School stated:

> In levying tuition charges, questions from time to time arise as to the residence status of particular students. All of the institutions have adopted their own regulations on this subject. We believe that it would be of assistance to the institutions and would tend towards greater statewide uniformity of policy and practice, however, if there were a definition of state residence for tuition charging purposes which would apply uniformly to all public institutions.

This recommendation was implemented in June 1967 by the Board of Higher Education, assisted by representatives of institutions of higher education and several State agencies, with publication of A Manual for Determination of In-State and Out-of-State Residence Status of Students in North Carolina Public Institutions of Higher Education. This manual, including a policy statement concerning the determination of student residence status for the purpose of assessing tuition, was approved by the State Board of Education, the State Department of Administration, the State Attorney General's Office, and the State Board of Higher Education. The policy statement has been adopted by the boards of trustees of all senior public colleges and universities and by the Department of Community Colleges of the State Board of Education. The statement has also been published in the catalogs of the public senior colleges and universities. Thus, for the first time, all public colleges and universities in North Carolina are guided by the same policies and guidelines in determining the residence status of their students for tuition purposes.

Under the policy that has been adopted, a student (in case of a minor, his parent or guardian) must have been domiciled in North Carolina for at least six months immediately prior to his enrollment or re-enrollment in an institution of higher education. A student may retain his in-state status for tuition purposes for six months after he abandons his domicile in North Carolina.

For tuition assessment purposes, a student's domicile is synonomous with legal residence. Actual residence is required to establish a domicile initially, coupled with the intention to make it a home, or to live there permanently or indefinitely.

A State Committee on Residence, established by the Board of Higher Education, formulates guidelines, revises policy, and advises on residence cases of unusual complexity, undue hardship, or extenuating circumstances which are referred to it by the institutions of higher education.

VIII. COLLEGE ADMISSIONS

During the biennium the Board of Higher Education made two important studies relating to the admissions process in both the public and private colleges. One concerned the availability of spaces; the other, multiple applications.

Space availability. This was a study of the extent to which available spaces for students have been filled by each of the colleges and universities at critical points during the admissions season (March through July). Information concerning available spaces has been widely distributed by the Board through counselors, colleges, and the news media. While some institutions fill their enrollments early in the season, this study has revealed that, in the aggregate over the state, additional students could have been enrolled. The problem, of course, is that the students do not always apply where the vacancies exist. The relationship between an applicant and an institution is essentially and rightly an individual one, but much remains unknown about how students choose institutions or make career decisions. Answers to questions such as these should be aggressively sought.

Multiple applications. The other Board study in the admissions area dealt with multiple applications for admission. Fifty-five of the 71 colleges and universities in the state participated in this study. A major finding was that the typical North Carolina 1967 high school graduate who applied for admission filed approximately 1.5 applications. However, the extent of overlap in applications among several sub-groups of institutions was considerably greater. Other important findings were that approximately 97 percent of the North Carolina applicants were offered admission by at least one of the participating colleges, and that 90 percent of these candidates actually enrolled.

The primary purpose of the Board in undertaking this study was to ascertain if the overlap in applications for admission was sufficient to justify the creation of a central admissions clearinghouse. The study has clearly indicated that such a clearinghouse is not needed, if it were to be established only for this purpose.

The space availability studies, however, have revealed the need for more assistance to students, parents, and counselors in identifying available educational opportunities. Multiple applications sometimes result from the individual student's assessment of his chances of being accepted at a particular college. His ability to make valid decisions about where to apply is often handicapped because of insufficient information provided by colleges.

Further, the fact that many capable North Carolina high school graduates do not go to college suggests that special efforts should be made by the state to attract more of these students and to do a more effective job of matching them with the various types of post-high school opportunities and institutions. At the same time there is great need for institutional admissions and retention standards to be published and to be widely distributed, in order to assist prospective students in making intelligent decisions concerning their educational and career plans.

In view of the above, the Board of Higher Education has recommended that the organizations and agencies concerned (the Board of Higher Education, the State Department of Community Colleges, the North Carolina Association of Collegiate Registrars and Admissions Officers, the North Carolina Association of Junior Colleges, and the North Carolina Association of Colleges and Universities) join forces to explore the feasibility of establishing an Educational Opportunities Information Center. The basic purpose of this Center would be to assist in putting high school students who desire to continue their education in touch with institutions that are seeking students. Such a Center would be an information service only. It would remain the province of each institution to determine whom it shall admit. No admissions decisions would be made by the Center.

IX. EDUCATIONAL TELEVISION

Television continues to show promise as an important medium for meeting the educational needs of citizens of North Carolina. An expansion of the use of television as an educational tool was evident in the activities of the colleges during the biennium.

Educational television study. In the development of its long-range planning report the Board made a study of The Use of Educational Television in North Carolina Colleges and Universities.* In this study the use of television in the public colleges and universities and the status of the North Carolina Educational Television Network were assessed.

A second study will be initiated by the Board of Higher Education, in cooperation with the University of North Carolina** and the other institutions and agencies concerned, in an attempt to reach consensus among the institutions and agencies on appropriate steps to achieve optimum development and use of educational television. A statewide conference will be convened during the 1968-69 academic year to review the implications of the survey and to make recommendations to the state and to the institutions, public and private, for the further development and use of this medium in higher education.

The initial study, made under the general supervision of the Board staff in close cooperation with the University of North Carolina, was directed by Edward R. McMahon, coordinator of instructional resources at Mankato (Minnesota) State College. Mr. McMahon was the associate director of an 18-month television study for the State of Minnesota in 1966-67 and presently serves as a television consultant for the Minnesota Coordinating Commission for Higher Education.

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*A summary and the conclusions of this study appear in the Board's report Planning for Higher Education in North Carolina (November 1968), pages 130-137.

**Since January 8, 1955, the University of North Carolina has operated educational television UNC-TV (Channel 4) with studios on the campuses at Raleigh, Chapel Hill, and Greensboro. Since that time the University has regularly carried educational television programs to the viewing area of the central transmitter and produced programs for use by other stations.

The survey by Mr. McMahon in North Carolina provided a much needed comprehensive inventory. A number of institutions, agencies, and others concerned have indicated an interest in educational television and the study of its use. For example, college admissions officers through the Committee on the College Student of the North Carolina Association of Colleges and Universities are considering admissions counselling by television. The Southern Regional Education Board has suggested a cooperative production program for instructional television.

Additional interest in the use of television in educational activities has been shown by the North Carolina Council on Higher Education for Adults and the State Department of Administration.

X. INTERSTATE COMPACT FOR EDUCATION

In May 1967 the General Assembly enacted legislation (General Statute 115-349) through which North Carolina became party to the Interstate Compact for Education. The Compact is administered by the Education Commission of the States with headquarters in Denver, Colorado. North Carolina's representation on the Commission, as with other member states, consists of seven members: The Governor, two members of the General Assembly (one member selected by the Senate and one by the House), and four others appointed by and serving at the pleasure of the Governor.

The purpose of the Compact is (1) to establish and maintain close cooperation and understanding among executive, legislative, professional, educational, and lay leadership on a nationwide basis at the state and local levels; (2) to provide a forum for the development of public policy alternatives in the field of education; (3) to provide a clearinghouse for information on matters relating to educational problems and how they are being met in different places throughout the nation; (4) to facilitate the improvement of state and local educational systems; (5) to encourage and promote local initiative in the operation of educational systems and institutions; and (6) to recognize an interest in the quality of education furnished in each of the other states because of the highly mobile character of individuals within the nation and because the advancement of each state is contributed to in significant part by persons educated in other states.

In November 1967 Governor Moore appointed the following as North Carolina representatives on the Education Commission of the States: Senator J. Ruffin Bailey and James L. Whitfield of Raleigh; Watts Hill, Jr., of Durham, Chairman of the State Board of Higher Education; and Dr. Lewis C. Dowdy, President, North Carolina Agricultural and Technical State University, Greensboro. At the same time Governor Moore reported that Lieutenant Governor Robert Scott had appointed Senator Frank I. Penn of Reidsville and that House Speaker Earl Vaughn had appointed Representative C. Graham Tart of Clinton as representatives of their respective houses. In July 1968 Mr. Hill was named to the Steering Committee of the Education Commission.

XI. NORTH CAROLINA EDUCATION COUNCIL

Legislation by the 1967 General Assembly which provided for North Carolina's entry into the Interstate Compact for Education also provided for establishment of the North Carolina Education Council, which considers matters relating to the Compact for Education. The Council when appointed will consist of North Carolina's seven members of the Education Commission of the States, and not exceeding five other members appointed by the Governor for terms of three years. The Governor or a person that the Governor designates will serve as chairman. The Chairman of the State Board of Education, the State Superintendent of Public Instruction, the Chairman of the State Board of Higher Education, and the Director of Higher Education will be _ex officio_ members. An important note concerning the North Carolina Education Council is that for the first time in the State's history the Council would legally provide a mechanism for bringing together in one organization those responsible for all segments of public education in North Carolina.

XII. REGIONAL EDUCATION

The Southern Regional Education Board, with headquarters in Atlanta, was created through interstate compact by the southeastern states in 1948. SREB has been instrumental throughout the region in improving channels of communication between and among governors, legislators, and educators. Its services range from research, publication, and public information programs to consultations, conferences, and workshops. SREB has been a catalyst in the continuing process of change in higher education. It has pioneered programs in nursing education, computer sciences, instructional television, social and economic development, the training of teachers for the handicapped, and some 50 other areas of need.

A major activity of SREB has been its contract program with states, under which students cross state lines within the region for courses usually not available in their home states and take these courses at the rates charged to residents of the offering state. These contract programs administered by SREB have produced over 4,000 doctors, 5,500 dentists, 6,500 veterinarians, and 550 social workers, special education teachers, and public health administrators in the past 20 years.

Since 1949 North Carolina has purchased instructional services in certain programs of high cost but of moderate enrollment demands. Through contracts with SREB, North Carolina is now sending students to selected out-of-state institutions for training in medicine, dentistry, veterinary medicine, social work, and special education, and through SREB it pays to the training institutions a set fee for each student. Training in actuarial sciences is also purchased under a tuition aid contract.

North Carolina is a seller of training through (1) contracts-for-services in public health at the University of North Carolina at Chapel Hill and (2) tuition-aid contracts in library science and forestry at the University of North Carolina at Chapel Hill and at North Carolina State University at Raleigh, respectively.

Certain North Carolina institutions have been assigned the responsibility of certifying students and distributing information about SREB programs. The budget for the SREB programs in the state is administered by the Board of Higher Education, with $361,400 appropriated for the state's participation during the 1967-69 biennium.

The enunciation and periodic review of the region's goals in higher education by the Southern Regional Education Board, its assistance to the states in planning and coordinating systems of institutions, and its factual reports on the South's achievements in relation to national standards have helped all the member states to expand and improve opportunities for growing numbers of college students.

As of December 1968 North Carolina's membership on the Southern Regional Education Board consisted of

Dan K. Moore, The Governor of North Carolina, *ex officio*
Charles F. Carroll, The State Superintendent of Public Instruction, 1969
William C. Friday, President, University of North Carolina, 1971
Watts Hill, Jr., Chairman, State Board of Higher Education, 1972
Hector MacLean, State Senator, 1970

During the biennium the chairman of the North Carolina State Board of Higher Education served as chairman of the SREB "Commission on Higher Educational Opportunity in the South" that studied the role of Negro colleges in the region. The study was financed by a grant of $300,000 from the Carnegie Corporation with matching funds from the Southern Regional Education Board. As an outgrowth of that study, the Southern Regional Education Board has established a "Regional Institute for Higher Educational Opportunity." The institute will spearhead the planning and development on a region-wide basis of an expansion of post-secondary high school educational opportunities for the Negro population of the South.

XIII. INTERINSTITUTIONAL COOPERATION

Colleges and universities in North Carolina as elsewhere are increasingly entering into cooperative arrangements to increase their effectiveness as economically as possible. Through such cooperation two or more institutions voluntarily work together for the benefit of each at minimum cost and without appreciably sacrificing institutional autonomy. Collectively they are able to provide better educational services than would be possible individually.

Interinstitutional cooperation is conducted through a variety of arrangements. Formalized through correspondence or contract, they are described variously as consortia, compacts, associations, federations, agreements, programs, plans, centers, councils, institutes, unions, or boards. A few are highly organized and are administered by central office staffs. Most are administered by faculty or staff members of the participating colleges.

Many forces have contributed to the recent rapid increase in cooperative activities among colleges and universities. Colleges, desirous of maintaining and enhancing the quality of the social and intellectual life in their communities and on their campuses, and faced with pressures of increasing enrollment, rising costs, the expansion of knowledge, and shortages of personnel and equipment, have recognized in interinstitutional cooperation a means of supplementing their limited resources. Significant cooperation among institutions is a relatively recent development in the United States, but within the past decade cooperative endeavors have multiplied rapidly; in 1966 the United States Office of Education inventoried over 1,000 consortia in the nation.

In 1967 the Board of Higher Education initiated a comprehensive survey to determine the extent of formal cooperation among the institutions and to develop an inventory of cooperative programs in which North Carolina institutions participate or plan to participate. Members of the Board's Advisory Committee on Interinstitutional Cooperation as of December 1968 were

C. E. Bishop, Vice President, University Public Service Program, University of North Carolina
Raymond P. Carson, Dean, Mount Olive College
Thomas A. Collins, President, North Carolina Wesleyan College
Robert Colver, Assistant to the Vice President for Regional Programs, Duke University
J. Stuart Devlin, Director, Association of Eastern North Carolina Colleges
Ben C. Fisher, Executive Secretary, Council on Christian Higher Education, North Carolina Baptist State Convention
Ben E. Fountain, President, Lenoir County Community College
James W. Fowler, Jr., Executive Director, College Coordinating Council, Western North Carolina Conference of the Methodist Church
Everett H. Hopkins, President, Regional Education Laboratory
J. Ralph Jolly, President, Greensboro College
Paul A. Marrotte, Executive Director, Piedmont University Center
Prezell R. Robinson, President, Saint Augustine's College
Kenneth R. Williams, President, Winston-Salem State College
Nash N. Winstead, Assistant Provost, North Carolina State University

Interinstitutional cooperation in North Carolina ranges in geographic coverage from a single city or area of the state to other states and countries. An example of cooperation within a single city is the Raleigh consortium of five private colleges and North Carolina State University. This consortium, begun in 1968, makes it possible for a student to take courses which are not available at his own institution but which are offered by one of the other institutions in the group. Another phase of this consortium's work is a pilot library project to compile a complete bibliographic list of American history resources held by the cooperating Raleigh colleges.

The Piedmont University Center (Winston-Salem) is an example of a consortium which covers a broader area of the state. In this arrangement 20 senior colleges and universities, public and private, have joined together to administer a number of cooperative programs, one of which is a program under which each member institution makes available the services of its leading scholars to the other institutions. Other examples of formally organized consortia in the state are the Association of Eastern North Carolina Colleges (Raleigh), composed of 15 institutions; the Council on Christian Higher Education of the North Carolina Baptist State Convention, consisting of seven institutions; and the Coordinating Council of the Western North Carolina Conference of the Methodist Church, composed of four institutions.

The Southern Regional Education Board pioneered cooperation among colleges and universities on a regional basis. SREB was established in 1948 through an interstate compact to provide student exchange programs among the 16 member states and to engage in higher educational research and planning with states throughout the region. The Regional Education Laboratory for the Carolinas and Virginia (Durham), has created two "institutional research" and "educational development" consortia of 19 public and private senior institutions and 16 junior and community colleges in this three-state region.

The survey of the Board of Higher Education identified 233 cooperative arrangements in which North Carolina colleges and universities participated during 1968. Most were bilateral arrangements only. Only 12 of the institutions in the state were not involved in interinstitutional cooperation.

The survey also revealed that the following varied activities are conducted among the colleges and universities through the 233 cooperative arrangements:

Undergraduate education	86	Faculty development	48
Professional education	60	Joint research	42
Program planning	55	Seminars	38
Graduate education	49	Visiting Scholars	35

Facilities	33	Administrative exchange	15
Library development and use	32	Cultural exchange	13
Faculty exchange	32	Non-western studies	13
Institutes	29	Telephone consultations	13
Public service programs	24	Fund raising	12
Student exchange	24	Joint student affairs	12
Student recruitment	22	Central library acquisitions	10
Continuing education	21	Fee waivers	8
Computer use	16	Purchasing	7
Joint enrollment	15	Television/radio	4
Overseas program	15	Collection of student loans	1

In addition to their present involvements in interinstitutional cooperation, the institutions expressed a desire to expand or initiate cooperative work in several areas. The areas and the number of institutions are as follows:

Joint use of faculty	47	Community action	27
Academic programs	36	Facilities and resources	26
Cultural exchange	36	Student exchange	24
Developing institutions	34	Overseas program	24
Reciprocal course exchange	28	Continuing education	23
Cooperative research	27	Cooperative administration	23
		Contract/special resources	22

The participation of North Carolina institutions in such a large number of cooperative arrangements suggests the value of interinstitutional cooperation as a means of alleviating some problems related to quality and economy. It strengthens the total structure of higher education and can be especially helpful to the smaller colleges, private and public. The Board of Higher Education has assembled extensive information on interinstitutional cooperation across the country and on cooperative arrangements in this state. This valuable inventory, along with recommendations for expanding interinstitutional cooperation, will be published in spring 1969 for use by the institutions in the state.

XIV. HIGHER EDUCATION FOR NEGROES

As these institutions of higher education in the state face the future, they must make major improvements if they are to provide the educational opportunities the future demands. The Negro colleges have especially difficult problems. On one hand, they must continue for some time to educate many students inadequately prepared for college. On the other hand, the institutions must so develop their programs that they will have comparable standards and provide educational opportunities equal to those generally available in other colleges. In particular, these colleges must be able to assure that their graduates are qualified to compete on a par with others in the job market.

Improvements in the Negro colleges will be more difficult to achieve because their administrations, their faculties, their students, and their programs were confined for so long within the limitations of a segregated system. As a result, special efforts have been made to strengthen the Negro colleges, along with similar colleges in other parts of the nation, to meet the challenge of today's expanding opportunities and those which promise to develop in the years ahead. The Board of Higher Education, in working toward achieving its purpose of planning and promoting "the development of a sound, vigorous, progressive and coordinated system of higher education in the state," has assisted the Negro institutions in their efforts to adjust to the demands of a rapidly changing society.

Special study. In May 1967 the Board of Higher Education published the results of a special study entitled State Supported Traditionally Negro Colleges in North Carolina. The study, developed through a number of conferences involving representatives of these institutions and the Board of Higher Education, identified the raising of admissions standards, the strengthening of faculty, and the improvement of academic programs as major problems needing immediate attention. The report stated that prerequisite to improving the quality of the educational offerings at least three conditions must exist. These three conditions had been set forth in the Board's Interim Report and Recommendations and reiterated by Governor Moore in his March 30, 1967, "special higher education message" to the 1967 General Assembly. First, there must be a gradual raising of admissions standards at Negro colleges to levels equal to their white counterparts. Second, those students who are obviously unqualified to complete college level work should be directed to alternate post-high school educational opportunities in the community college system. Third, the Negro colleges must have special financial assistance to enable them to make an orderly transition to their new role.

As a result of extensive consultation and analysis of needs, the Board of Higher Education recommended in its report that $2,891,110 over and above funds recommended by the Advisory Budget Commission be appropriated to the Board for re-allocation as "catch-up" funds to these institutions. This request was communicated to the Joint Appropriations Committee of the 1967 General Assembly by letter dated April 28, 1967, prior to publication of the Board's report in May 1967. The Board's recommendation resulted in an appropriation by the 1967 General Assembly of $1 million for the biennium to the Board of Higher Education for re-allocation to the five public Negro institutions to implement higher admissions standards and to strengthen the curricula, students, and faculties at these colleges.

In fiscal 1968, $350,000 was allocated for the following purposes:

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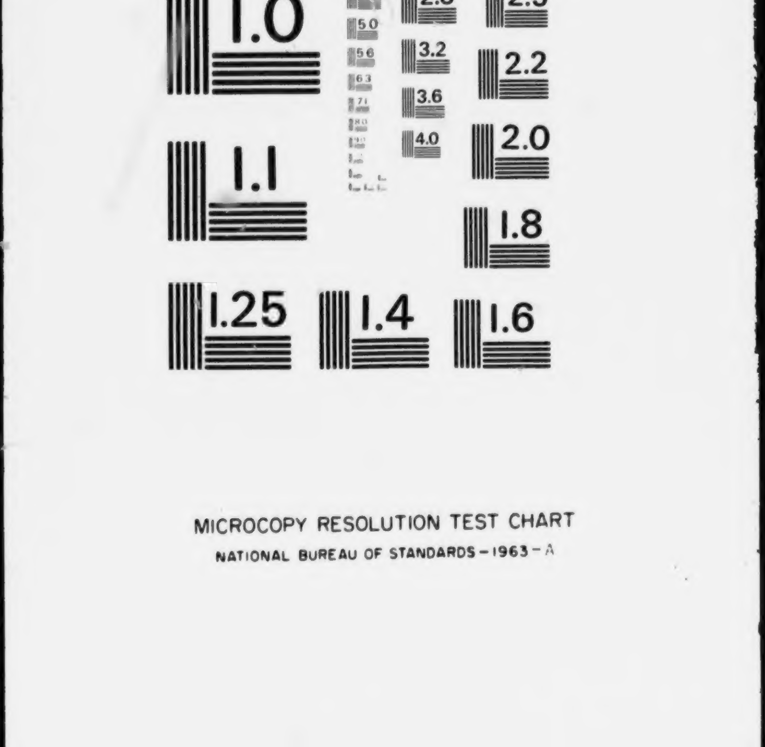
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

I.	Admissions, student recruitment, and counseling	$ 66,049
II.	Faculty improvement and recruitment	120,700
III.	Special instructional programs	132,295
IV.	Library books and services	30,956
	Total	$350,000

The five institutions individually received the following funds for the purposes named above:

North Carolina Agricultural and Technical State University (Greensboro)	$ 88,228
North Carolina College at Durham	93,048
Elizabeth City State College	56,321
Fayetteville State College	58,858
Winston-Salem State College	53,545
Total	$350,000

In fiscal 1969, $650,000 was allocated for the following purposes:

I.	Admissions, student recruitment, and counseling	$158,394
II.	Faculty improvement and recruitment	148,536
III.	Special instructional programs	295,134
IV.	Library books and services	47,936
	Total	$650,000

The five institutions individually received the following funds for the purposes named above:

North Carolina Agricultural and Technical State University (Greensboro)	$152,458
North Carolina College at Durham	173,222
Elizabeth City State College	106,304
Fayetteville State College	102,572
Winston-Salem State College	115,444
Total	$650,000

The $1 million "catch-up" fund combined with appropriations by the 1967 General Assembly to the five Negro colleges of $18,140,000 for continuation of existing programs and $1,592,000 for new programs, along with $5,850,000 for new buildings, totaled $26,582,000 that the Legislature authorized for the 1967-69 biennium for the five Negro institutions. In addition, these institutions had approximately $653,000 available from the Federal Higher Education Act of 1965.

3

Desegregation of colleges. In February 1968, the Board reported new information concerning desegregation of North Carolina colleges and universities for fall 1967, superseding fall 1966 information. The new information reflected the continuation of slow but steady progress of desegregation in both predominantly white and predominantly Negro institutions. The percentage of Negro students in predominantly white institutions increased from 1.2 in 1966 to 1.6 in 1967. The percentage of white students in predominantly Negro institutions increased from 0.3 in 1966 to 0.6 in 1967.

Of the 71 colleges and universities in North Carolina, public and private, junior and senior, 12 are attended predominantly by Negro students and 59 are attended predominantly by white students. To better understand the degree to which these institutions have desegregated their enrollments, the Board has collected information on this subject for the past several years from all of the colleges and universities in the state. Results of this inquiry from 1963 to 1967 are summarized in the table below. Basic information in some institutions was derived from best estimates.

TABLE V. DESEGREGATION TRENDS IN NORTH CAROLINA COLLEGES AND UNIVERSITIES, 1963-1967

	Negro Students as Percentage of Total Enrollment in Predominantly White Institutions					White Students as Percentage of Total Enrollment in Predominantly Negro Institutions				
Institutions	Fall 1963	Fall 1964	Fall 1965	Fall 1966	Fall 1967	Fall 1963	Fall 1964	Fall 1965	Fall 1966	Fall 1967
PUBLIC INSTITUTIONS										
Senior Institutions	0.6%	1.0%	1.1%	1.4%	1.7%	0.1%	0.1%	0.3%	0.3%	0.9%
Community Colleges*	3.3	7.0	6.1	6.4	6.6	-	-	-	-	-
Sub-Total	0.7	1.1	1.3	1.7	2.1	0.1	0.1	0.3	0.3	0.9
PRIVATE INSTITUTIONS										
Senior Institutions	0.1	0.3	0.4	0.7	1.0	0.1	0.2	0.2	0.2	0.2
Junior Colleges	0.4	0.4	0.4	0.2	0.4	0.0	0.0	0.0	0.0	0.0
Sub-Total	0.2	0.3	0.4	0.5	0.9	0.1	0.1	0.2	0.2	0.2
Grand Total	0.4	0.7	0.9	1.2	1.6	0.1	0.2	0.3	0.3	0.6

*College Parallel Programs only

XV. FEDERAL ASSISTANCE FOR HIGHER EDUCATION

The American system of education is unlike systems of most other countries. Their systems are highly centralized and operate under policies set by the national governments. American education is decentralized, since legal responsibility for education is that of each of the 50 states. Most of the states have further decentralized education by delegating their authority. Thus, private and public institutions of higher education are chartered by the states and governed by state boards or independent boards of trustees.

The Federal government itself has no direct power concerning education, since the Constitution of the United States makes no mention of it. The tenth amendment affirms that "powers not delegated to the United States... are reserved to the states respectively, or to the people." Therefore, education is a state function. Nevertheless, under various sections of the Constitution, including the "General Welfare" clause, the Federal government has justified an involvement in education and has repeatedly, beginning with the Ordinance of 1787, turned its hand legally to help the states whenever the need became obvious. Mainly, federal aid to education has always been for one of four general purposes:

(1) To bolster the nation's supply of trained men and women. The Morrill Act of 1862, for example, provided opportunities to develop agricultural and technical know-how urgently needed at that time and the National Defense Education Act of 1958 stimulated growth in modern languages and science by providing assistance to persons studying in these fields.

(2) To gather and disseminate educational information for the nation as a whole.

(3) To improve research and experimentation in education.

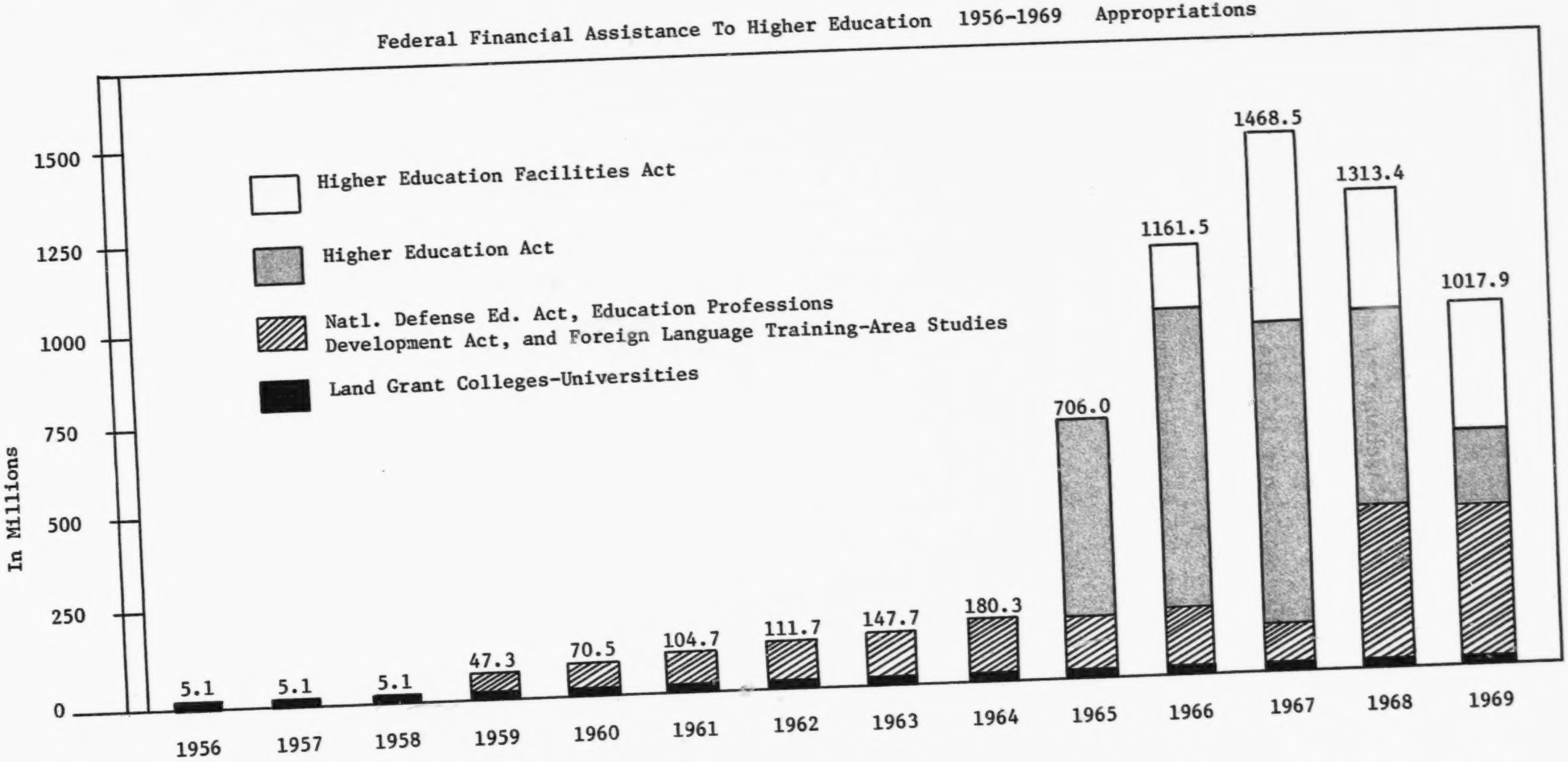
(4) To coordinate the exchange of students and teachers between the United States and other countries.

Federal legislation. Only in this decade has federal financial assistance in sizable proportions become a reality, however. For example, federal money for over 115 programs administered by the United States Office of Education alone is available during fiscal 1969. See Appendix J for a listing of these programs. Also see Figure 5 for extent of federal aid.

Involvement in and keeping informed about the various programs under the Higher Education Act of 1965 and other federal legislation have developed into a significant activity of the Board of Higher Education. In December 1965 Governor Moore designated the Board as the State agency to administer Title I (Community Service and Continuing Education) and Title IV (Part B) (Low-Interest Insured Loans to Students) of the Higher Education Act of 1965, Under Title IV (B) the Board works with the State Education Assistance Authority, which serves as the guarantor of student loans and with the College Foundation, Incorporated, and other eligible lenders. Administration of these federal programs requires the services of several members of the Board staff.

Representation concerning other programs. Several federal programs pertaining to higher education require administration at the state level. Two of these are administered by the Board of Higher Education, and several are administered by other agencies. The concentration of the administration of these various programs in the Board of Higher Education, at the same time maintaining such advisory commissions for the programs as may be needed,

Figure 5



Federal Financial Assistance To Higher Education 1956-1969 Appropriations

U. S. Office of Education
Budget & Manpower Division
March 1969

would help avoid duplication and overlapping, would improve communications, and would be a step toward a more efficient statewide system of higher education. The Board of Higher Education has recommended that it be assigned responsibility for administration of all federal programs in higher education which require administration by a state agency, except those which are required by law to be administered by another state agency.

Information on federal programs. The Board endeavors to assist the public and private colleges of the state in their efforts to benefit from the wide variety of federal programs in which they may be eligible to participate. The Board has available up-to-date information on nearly 280 federal programs through which funds are distributed for education, research, and training. It invites questions related to specific federal legislation concerning availability of funds, eligibility, requirements, deadlines, and proposal preparation.

XVI. LIAISON ACTIVITIES

To plan and coordinate higher education effectively on a statewide basis the Board must maintain liaison with agencies, organizations, and institutions on local, state, and national levels that relate to or engage in higher education. Such liaison is conducted by members and staff of the Board serving as officers, members, observers, or participants in activities of the various organizations; attending conferences; writing and presenting papers; and keeping abreast of developments in education through professional literature and other means.

The Board holds membership in the North Carolina Association of Colleges and Universities, the Association of Governing Boards of Colleges and Universities, and the American Council on Education.

Members of the Board and staff are officers or members of a number of organizations. Mr. Hill (Chairman of the Board) is chairman of the board of directors of the State Education Assistance Authority, a member of the board of directors of the Southern Regional Education Board, a North Carolina delegate to the Education Commission of the States and a member of that Commission's steering committee, ex officio member of the North Carolina Council on Education, and a member of the College Scholarship Services Commission of the College Entrance Examination Board. Mrs. Horton (member of the Board) is a member of the board of directors of the Learning Institute of North Carolina (LINC). Dr. Boozer (Director of Higher Education until November 30, 1968) was a member of the board of directors of the Learning Institute of North Carolina and the Regional Education Laboratory for the Carolinas and Virginia (RELCV), chairman of the Joint Committee on Nursing Education, and a member of the Community College Advisory Council. Dr. West (Associate Director until November 30, 1968; Director of Higher Education as of December 1, 1968) has succeeded Dr. Boozer on the LINC and RELCV boards of directors and is a member of the Educational Television Advisory Council of the University of North Carolina, Community College Advisory Council, and State Advisory Council on Teacher Education of the State Board of Education. Dr. Corey is a member of the Community College Advisory Council and the Teacher Education Council of North Carolina State University, secretary-treasurer of the Joint Committee on the College Transfer Student, and secretary of the Joint Committee on Nursing Education. Mr. Rodeheffer (Coordinator, Community Service and Continuing Education Programs) is secretary of the North Carolina Council on Higher Education for Adults. Mr. Broadway (Staff Associate) is executive secretary of the State Education Assistance Authority, president of the North Carolina Association of Student Financial Aid Administrators, and vice chairman of the National Council of Higher Education Loan Programs.

The Board maintains close working relationships with the above-mentioned organizations and agencies and such others with related interests as the Department of Community Colleges of the State Board of Education, North Carolina Education Association, State Planning Task Force, North Carolina State Commission on Higher Education Facilities, North Carolina Association of Collegiate Registrars and Admissions Officers, North Carolina Council on National Purposes, Research Triangle Institute, Southern Association of Colleges and Schools, Association of Colleges for Teacher Education, National Commission on Teacher Education and Professional Standards, Association of Executive Officers of Statewide Boards of Higher Education, and Education Commission of the States.

The Board and its staff have worked continuously with the tax-supported institutions in a host of ways informally. In fact, it is in these continuing efforts, rarely dramatic, that attempts are made to provide leadership wherever and whenever possible. Throughout, they have worked diligently to cooperate with the private and church-related colleges in the State, to recognize and acknowledge their historic and continuing contribution to the State and its citizens, and to remember that there are as many or more differences to be found among public institutions or among private institutions as are likely to be found between public and private institutions. As a result of the Board's long-range planning for higher education and of federal grant legislation which applies to private institutions as well as public colleges, the private institutions are becoming more involved in the statewide higher education coordination process at an accelerated rate and are developing closer relationships with public higher education.

XVII. STATE CONSTITUTION STUDY

The North Carolina State Constitution Study Commission was created by the Council of the North Carolina State Bar and the North Carolina Bar Association, acting concurrently on a recommendation by Governor Dan K. Moore on October 27, 1967. The plan of the Commission Study was that the

> ...Commission will make a study of the Constitution of North Carolina and give consideration to the question whether there is a need for either rewriting or amending the Constitution. Such study should consider not only the question of editorial improvements, [and] the elimination of archaic provisions, but also any broad and substantial matters concerning the present and future demands upon our State government. No limits are placed on the field of the Commission's study of the Constitution or on its recommendation.

The Commission's ultimate objective throughout the study was "to help obtain for North Carolina a Constitution that deals in a realistic, direct, and understandable way with the current and foreseeable problems of the State that are appropriate to be dealt with in the Constitution."

The Commission, chaired by former Chief Justice Emery B. Denny of the State Supreme Court, consisted of 25 members. It was organized into five committees, one of which was the Committee on Education, Welfare, and Criminal Justice. Members of this Committee were as follows:

Irving E. Carlyle (Chairman)
James M. Bailey, Jr.
Mrs. Harry B. Caldwell
Julius L. Chambers
Charles W. Phillips
William D. Snider

On June 5, 1968, the Committee invited the Chairman and Director of the Board of Higher Education to a meeting of the Committee on June 14, 1968, to comment on the provisions of the Constitution pertaining to higher education, specifically Article I, Section 27 and Article IX, Sections 1, 6, 7, and 10. The Committee wanted advice as to whether these provisions should be retained without change, amended, deleted, or added to in order to achieve proper constitutional treatment of the subject of higher education, policy, programs, and organization.

On June 14, 1968, the Chairman and Director of the Board of Higher Education appeared before the Committee on Education, Welfare, and Criminal Justice. The Chairman of the Board of Higher Education stated that his comments, of necessity, were in general terms as time had not permitted them to be submitted to the Board of Higher Education for approval:

> ARTICLE I, Section 27, Education. [The people have a right to the privilege of education, and it is the duty of the State to guard and maintain that right.] We find this to be a general statement of philosophy. There is a serious question as to its adequacy though we see no problems as it now appears. Certainly some statement is needed though a more contemporary statement might be more meaningful.
>
> ARTICLE IX, Section 1, Education shall be encouraged. [Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.] This section really serves as a preamble to Article IX. We note that there is no preamble to most of the other articles and we do not feel that one is needed here. Moreover, we find the phraseology somewhat archaic or out-dated. The content of this section might appropriately be included in an expansion of Article 1, Section 27, referred to above.
>
> ARTICLE IX, Section 6, Election of trustees, and provisions for maintenance, of the University. [The General Assembly shall have power to provide for the election of trustees of the University of North Carolina, in whom, when chosen, shall be vested all the privileges, rights, franchises and endowments thereof in any wise granted to or conferred upon the trustees of said University; and the General Assembly may make such provisions, laws, and regulations from time to time, as may be necessary and expedient for the maintenance and management of said University.] The basic question to

be raised here is whether it is appropriate for the State Constitution to deal only with the Board of Trustees of the University of North Carolina when there are a total of 66 public institutions of higher education in the State, if one includes the Department of Community Colleges. If one excludes the Department of Community Colleges there are 16 senior colleges and universities. Is it appropriate for the Constitution to deal with only four of these institutions and not the others? Furthermore, "election" of trustees carries the connotation that this is how they are to be chosen. Would it not be more appropriate for Section 6 to deal with the "method of selection" rather than "election," and should not the method to be set forth apply to all state-supported institutions?

One of the major studies the Board has underway deals with trustees of state-supported institutions. We may later have recommendations in this area for specific changes in the Constitution, but as the study is not completed at this time, we are precluded from making specific recommendations now.

ARTICLE IX, Section 7, Benefits of the University. /The General Assembly shall provide that the benefits of the University, as far as practicable, be extended to the youth of the State free of expense for tuition; also, that all the property which has heretofore accrued to the State, or shall hereafter accrue, from escheats, unclaimed dividends, or distributive shares of the estates of deceased persons, shall be appropriated to the use of the University./ This section includes the admonition that as far as practicable the University should be "free of expense for tuition." It also provides that escheats be appropriated to the University.

One of the great areas of debate in education today is what is meant by "tuition." California, for example, has no tuition but required fees exceed the tuition in many other states. In North Carolina public institutions, required fees in most cases exceed tuition. The "free of expense" phrase, we suggest, has no meaning.

Further, escheats have for many years been used by the University for scholarship purposes. The question has already been raised as to why further escheats should go to the University alone. At the time the Constitution was written the University was virtually the only state-supported institution. The question of where and to whom funds should escheat if not to the University opens a multitude of possibilities. Should they, for example, go into a separate fund for student financial aid, based on need, at all institutions? Should they be limited to North Carolinians attending public institutions? These also are the types of questions which the Board of Higher Education will deal with in its long-range plan. We also have a major study underway, which is not yet completed, which will assemble for the first time the facts on student financial aid and its availability in North Carolina.

ARTICLE IX, Section 10, Agricultural department. [As soon as practicable after the adoption of this Constitution, the General Assembly shall establish and maintain, in connection with the University, a department of agriculture, of mechanics, of mining, and of normal instruction.] This section requires that there be established and maintained, "in connection with the University, a department of agriculture, of mechanics, of mining, and of normal instruction." We see no reason for this section to be retained at all. Any provision mentioning specific departments would tend to be too limited in light of accelerating technological changes in the world today.

These are the sections about which you invited our comments. There are, however, other fundamental questions which may be raised by the long-range plan for higher education which are not now touched upon in the Constitution.

For example, when considering the structure of higher education, some states give constitutional status to some, if not all, of their institutions of higher education. Alabama, Maryland, and Minnesota are examples. Other states of which Georgia and Oklahoma are examples give constitutional status to the State planning and coordinating agency. Is it logical for the Constitution to deal with the State Board of Education, responsible for the public school system, and not deal with the responsible State higher education agency? It is entirely too early to speculate as to what changes in the structure will be recommended in the long-range plan for higher education in this State, but certainly the possibility that changes will be recommended does exist.

We understand that your report is due in December. We should be delighted to keep you fully informed on all action taken by the Board of Higher Education which might have constitutional implications, and we should be able to make that information available to you in time to permit consideration by your committee.

The chairman of the Committee on Education, Welfare, and Criminal Justice requested an expanded statement from Board of Higher Education representatives concerning constitutional status for the Board of Higher Education and the allocation of escheats by June 28.

On June 26, 1968, the Executive Committee of the Board of Higher Education met to consider these matters. All members of the Board were invited to attend. The Committee recommended the following constitutional provisions to the Committee on Education, Welfare, and Criminal Justice of the State Constitution Study Commission:

> ARTICLE IX, Section , State Board of Higher Education. There is hereby established the North Carolina Board of Higher Education. The Board shall plan and coordinate the system of public higher education in North Carolina, and carry out such other functions as may be assigned by the General Assembly.
>
> The Board shall consist of not less than nine or more than eighteen members. A majority of the members shall be members-at-large appointed for overlapping terms of eight years. The members of the Board shall be appointed by the Governor and confirmed jointly by the House of Representatives and Senate. The Board shall appoint a chief executive officer.
>
> ARTICLE IX, Section , Financial Aid to Students. All the property which shall hereafter accrue to the State from escheats, unclaimed dividends, or distributive shares of the estates of deceased persons, shall be appropriated for scholarships and/or loans to worthy and needy students, residents of this State, attending institutions of higher education.

The above action by the Executive Committee of the Board of Higher Education was transmitted to the Chairman of the Committee on Education, Welfare, and Criminal Justice on June 27, 1968, and presented on June 28, 1968, by the Chairman of the Board.

On October 15, 1968, the Chairman of the Committee on Education, Welfare, and Criminal Justice advised the Chairman of the Board of Higher Education that the

> Committee unanimously recommended to the Study Commission that the State Board of Higher Education be given constitutional status with its powers to be prescribed by the General Assembly.

He also advised, however, that at

> the meeting of the full Commission on October 11, it was voted not to include our recommendation for constitutional status for the State Board of Higher Education in the report of the Commission to the General Assembly and that it not be submitted to the General Assembly at this time because of the highly controversial nature of the recommendation.

The recommendation of the Board of Higher Education concerning the distribution of escheats was accepted by the Commission. The *Report of the North Carolina State Constitution Study Commission* (December 1968) proposed the following:

> *ARTICLE IX, Section 10, Escheats*. (1)[Escheats prior to 1971.] All property that prior to January 1, 1971, accrued to the State from escheats, unclaimed dividends, or distributive shares of the estates of deceased persons shall be appropriated to the use of The University of North Carolina.
>
> (2) [Escheats after 1970.] All property that, after December 31, 1970, shall accrue to the State from escheats, unclaimed dividends, or distributive shares of the estates of deceased persons shall be used to aid worthy and needy students who are residents of this State and are enrolled in public institutions of higher education in this State. The method, amount, and type of distribution shall be prescribed by law.

In reference to its proposed Constitutional revision concerning escheats, the Commission included the following commentary:

> The General Assembly of 1789 chartered The University of North Carolina. It granted The University as an endowment all property escheating to the State as sovereign by reason of the death of an owner who left no heirs or will making other disposition of the property. For nearly a century, this was the only continuing State support of the University. The General Assembly of 1800, in an effort to deprive The University of this income source, repealed the escheats statute of 1789. The State's highest court invalidated this effort to take away the escheats on the ground that it constituted a taking of vested property other than by the law of the land, in violation of the constitution.
>
> From time to time, various types of unclaimed property have been assigned to The University in the same manner as the escheats.

Until 1946, both the principal and interest of the escheats were used for any purpose approved by the University Trustees. In that year, however, the Trustees determined that the principal of the escheats fund should be kept intact, that the net income should be distributed among the three (now four) campuses of The University in proportion to enrollment, and that it should be used only for scholarships to needy North Carolina residents enrolled in those institutions. The principal of the escheats fund is now about $5,500,000 and it produces a net annual income of about $180,000, which is distributed in scholarships.

At the time the escheats were assigned to The University, it was the only institution of higher education sponsored by the State. Today there are, in addition to The University of North Carolina with its four campuses, four regional universities and seven senior colleges maintained by the State. We believe that equity requires that the benefits of the escheats, being derived from property owners throughout the entire State, be made available to any needy and worthy North Carolinian who is enrolled in any public institution of higher education in this State. This amendment would carry out that policy.

As for the property that has already escheated to The University prior to the time this amendment will take effect, January 1, 1971, we consider it to be vested in The University and would leave it there. But as to property escheating from that day forward, we believe that it should be managed in such manner as the General Assembly thinks appropriate, and the income (or the income and principal as the General Assembly may direct) should be applied to aid worthy and needy students who are residents of this State and are enrolled in any public institution of higher education in this State.

CHAPTER IX

SUMMARIES OF BUDGET REQUESTS AND OTHER FISCAL DATA

The 1967 General Assembly approved total requirements of $267 million for the operation of academic programs and related services (e.g., the Agricultural Experiment Station and the North Carolina Memorial Hospital) in the public institutions of higher education (excluding community colleges) for the 1967-69 biennium. Of the approved $267 million, $174 million was directly appropriated and $93 million was estimated to be received from student fees, endowment and trust funds, contracts and grants, sale of services, and other sources. The State appropriation of $174 million is an increase of 31 per cent over the previous biennium.

Capital improvements authorized by the 1967 General Assembly totaled $137 million, of which amount $68 million was directly appropriated. The remaining $69 million was financed from non-state funds including projects which are to be self-liquidating (primarily dormitories).

For the 1969-71 biennium the public institutions of higher education requested $351 million for the operation of academic programs and related services ("A" budgets),* of which amount $245 million is requested State appropriation, and $106 million is estimated receipts. The requested State appropriation of $245 million is an increase of 54 percent over the requested appropriation of $159 million for the previous biennium.

---

*The "A" budget is for continuing operations at present levels of support; the "B" budget for new and expanded programs and services; and the "C" budget for capital improvements.

The 1969-71 requests, however, include funds in the amount of $23 million for matching Social Security and retirement. This is the first biennium that these matching funds have been included in the institutions' requests. Their inclusion raises the increase in requested funds for the 1969-71 biennium from 40 to 54 percent over the previous biennium.

In addition to the requests for continuing operating expenses, the institutions have requested $76 million for new and improved programs and services ("B" budgets).

Capital improvements ("C" budgets) requested of the 1969 General Assembly total $240 million, of which amount $229 million is requested through State appropriation, and the balance of $11 million is to be financed from non-State funds including projects which are to be self-liquidating.

TABLE VI

"A" AND "B" BUDGET REQUESTS FOR GENERAL FUND APPROPRIATIONS FOR OPERATIONS, FISCAL YEARS 1960-71
(In Thousands)

Item	1970-71	1969-70	1968-69	1967-68	1966-67	1965-66	1964-65	1963-64	1962-63	1961-62	1960-61	1959-60
UNIVERSITY OF NORTH CAROLINA:												
General Administration	$ 1,863	$ 1,795	$ 1,082	$ 1,038	$ 1,172	$ 1,097	$ 450	$ 396	$ 213	$ 219	$ 333	$ 339
Long Range Planning	-	-	43	42	56	55	38	37	25	25	-	-
North Carolina State U.	24,120	21,584	18,263	16,416	13,225	12,063	9,740	8,790	7,297	6,807	5,777	5,442
U.N.C. at Chapel Hill-Academic	30,442	27,478	21,294	18,815	14,875	13,463	10,069	8,924	7,433	7,073	6,406	6,223
U.N.C. at Chapel Hill-Health Affairs	14,504	11,680	7,700	6,541	5,566	5,212	4,450	4,035	3,667	3,483	3,001	2,916
U.N.C. at Charlotte	5,936	5,052	3,665	3,053	2,376	2,006	221	190	-	-	-	-
U.N.C. at Greensboro	10,486	9,093	7,365	6,828	4,588	4,139	3,014	2,764	2,407	2,340	2,170	2,093
Total University of North Carolina	$ 87,351	$ 76,682	$59,412	$52,733	$41,858	$38,035	$27,982	$25,136	$21,042	$19,947	$17,687	$17,013
REGIONAL UNIVERSITIES AND SENIOR COLLEGES:												
Appalachian State University**	$ 7,998	$ 7,238	$ 4,916	$ 4,293	$ 2,859	$ 2,544	$ 2,089	$ 1,927	$ 1,597	$ 1,529	$ 1,067	$ 1,064
Asheville-Biltmore College	1,539	1,463	1,058	1,006	812	744	108	90	-	-	-	-
East Carolina University**	12,868	11,463	9,696	8,333	6,391	5,736	4,063	3,635	2,572	2,399	2,307	2,156
Elizabeth City State College	2,531	2,511	1,131	1,119	999	937	772	844	494	482	322	346
Fayetteville State College	1,676	1,562	1,165	1,166	986	993	682	665	461	493	364	380
N. C. Agricultural & Technical State University**	5,720	4,922	4,085	3,881	2,724	2,557	2,339	2,189	2,334	2,339	1,732	1,770
N. C. College	4,655	4,288	3,613	3,357	3,064	2,744	2,210	2,151	1,490	1,434	1,198	1,196
N. C. School of the Arts*	1,568	1,146	774	700	484	477	-	-	-	-	-	-
Pembroke State College	2,218	2,016	1,612	1,508	901	898	497	470	266	266	193	190
Western Carolina University**	6,999	6,683	4,233	3,765	2,578	2,083	1,634	1,505	1,085	1,144	739	758
Wilmington College	2,207	2,072	1,197	1,077	948	854	157	133	-	-	-	-
Winston-Salem State College	2,201	2,018	1,665	1,548	1,383	1,308	784	730	597	601	449	441
Total Regional Universities and Senior Colleges	$ 52,180	$ 47,382	$35,145	$31,753	$24,129	$21,875	$15,335	$14,339	$10,896	$10,687	$ 8,371	$ 8,301
GRAND TOTAL	$139,531	$124,064	$94,557	$84,486	$65,987	$59,910	$43,317	$39,475	$31,938	$30,634	$26,058	$25,314
RELATED SERVICES:												
State Board of Higher Education-Operating Budget	$ 722	$ 708	$ 315	$ 310	$ 204	$ 198	$ 156	$ 151	$ 81	$ 80	$ 66	$ 65
State Board of Higher Education-Allocations To Be Made To Institutions of Higher Education	1,674	1,632	-	-	-	-	-	-	-	-	-	-
State Education Assistance Authority	129	129	506	506	-	-	-	-	-	-	-	-
N. C. Memorial Hospital	11,154	10,381	5,064	4,599	3,186	3,087	2,295	2,158	1,903	1,799	1,394	1,369
Psychiatric Center	1,490	1,353	1,104	1,094	865	837	742	716	615	599	544	534
Industrial Extension Service	714	685	712	592	125	120	135	133	107	107	110	107
Agricultural Experiment Station	7,337	7,033	5,446	5,138	3,918	3,749	3,004	2,916	2,419	2,405	2,382	2,282
Cooperative Agricultural Extension Service	6,249	6,010	5,024	4,591	4,262	3,968	3,360	3,281	2,965	2,960	3,220	3,059
Total Related Services (Not Included in Grand Total)	$ 29,469	$ 27,931	$18,171	$16,830	$12,560	$11,959	$ 9,692	$ 9,355	$ 8,090	$ 7,950	$ 7,716	$ 7,416

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*In 1965 this institution initiated its senior college program. The first senior college class is scheduled to graduate in 1969. No attempt was made to prorate operating expenses between the secondary school and college programs.

**These institutions were designated as Regional Universities by the 1967 General Assembly.

NOTE:
The budget request for 1969-71 includes funds for matching retirement and social security. The 1969-71 biennium is the first time these matching funds have been included in the institutions requests.

TABLE VII

EXPENDITURES FROM GENERAL FUND APPROPRIATIONS
FISCAL YEARS 1960-71
(In Thousands)

Item	Requested Appropriations		Estimated Expenditures	Actual Expenditures								
	1970-71	1969-70	1968-69	1967-68	1966-67	1965-66	1964-65	1963-64	1962-63	1961-62	1960-61	1959-60
UNIVERSITY OF NORTH CAROLINA:												
General Administration	$ 1,863	$ 1,795	$ 770	$ 618	$ 473	$ 401	$ 346	$ 246	$ 233	$ 203	$ 187	$ 202
Long Range Planning	-	-	-	-	28	26	32	33	36	35	31	16
North Carolina State U.	24,120	21,584	14,086	11,965	10,444	9,726	8,372	7,552	6,295	6,054	5,300	4,935
U.N.C. at Chapel Hill-Acad.	30,442	27,478	18,022	15,659	12,822	11,143	9,552	8,161	6,617	6,379	5,563	5,431
U.N.C. at Chapel Hill-Health Affairs	14,504	11,680	5,826	5,222	4,535	4,261	3,862	3,749	3,062	2,944	2,586	2,416
U.N.C. at Charlotte	5,936	5,052	2,447	1,894	1,602	1,509	976	718	-	-	-	-
U.N.C. at Greensboro	10,486	9,093	5,783	4,498	3,855	3,558	2,805	2,643	2,179	2,058	1,896	1,834
Total University of North Carolina	$ 87,351	$ 76,682	$46,934	$39,856	$33,759	$30,624	$25,945	$23,102	$18,422	$17,673	$15,563	$14,834
REGIONAL UNIVERSITIES AND SENIOR COLLEGES:												
Appalachian State U.	$ 7,998	$ 7,238	$ 4,073	$ 3,330	$ 2,759	$ 2,334	$ 2,006	$ 1,726	$ 1,483	$ 1,203	$ 996	$ 870
Asheville-Biltmore Col.	1,539	1,463	1,020	924	800	656	326	167	-	-	-	-
East Carolina University	12,868	11,463	7,702	6,726	5,022	4,743	3,845	3,391	2,513	2,315	1,905	1,721
Elizabeth City State Col.	2,531	2,511	918	758	670	671	649	639	511	472	450	337
Fayetteville State College	1,676	1,562	998	976	866	800	635	542	437	435	408	308
N. C. Agricultural & Technical State University	5,720	4,922	3,034	2,987	2,496	2,230	1,986	1,840	1,501	1,452	1,459	1,348
N. C. College	4,655	4,288	2,927	2,668	2,318	2,079	1,988	1,747	1,438	1,360	1,151	1,038
N. C. School of the Arts	1,568	1,146	750	643	499	474	-	-	-	-	-	-
Pembroke State College	2,218	2,016	1,222	1,201	832	786	493	465	308	271	227	208
Western Carolina University	6,999	6,683	3,125	2,726	1,956	1,713	1,496	1,304	969	815	692	641
Wilmington College	2,207	2,072	1,039	943	778	692	449	201	-	-	-	-
Winston-Salem State College	2,201	2,018	1,268	1,188	997	877	747	645	574	490	419	363
Total Regional Universities and Senior Colleges	$ 52,180	$ 47,382	$28,076	$25,070	$19,993	$18,055	$14,620	$12,667	$ 9,734	$ 8,813	$ 7,707	$ 6,834
GRAND TOTAL	$139,531	$124,064	$75,010	$64,926	$53,752	$48,679	$40,565	$35,769	$28,156	$26,486	$23,270	$21,668
RELATED SERVICES:												
State Board of Higher Education-Operating Budget	$ 722	$ 708	$ 395	$ 383	$ 257	$ 82	$ 120	$ 101	$ 80	$ 63	$ 62	$ 55
State Board of Higher Education-Allocations To Be Made To Institutions of Higher Education	1,674	1,632	1,070	-	-	-	-	-	-	-	-	-
State Education Assistance Authority	129	129	31	25	26	25	-	-	-	-	-	-
N. C. Memorial Hospital	11,154	10,381	3,979	3,612	3,280	2,989	2,477	2,355	1,852	1,720	1,485	1,453
Psychiatric Center	1,490	1,353	914	831	1,001	614	632	695	499	537	439	485
Industrial Extension Service	714	685	289	186	109	83	102	85	93	94	94	86
Agricultural Experiment Station	7,337	7,033	4,596	4,258	3,821	3,526	3,018	2,706	2,441	2,389	2,023	1,955
Cooperative Agricultural Extension Service	6,249	6,010	4,201	3,590	3,286	3,311	3,051	2,734	2,534	2,553	2,410	2,522
Total Related Services (Not Included in Grand Total)	$ 29,469	$ 27,931	$15,475	$12,885	$11,780	$10,630	$ 9,400	$ 8,676	$ 7,499	$ 7,356	$ 6,513	$ 6,556

TABLE VIII

RECEIPTS* (OTHER THAN GENERAL FUND APPROPRIATIONS)
FISCAL YEARS 1960-71
(In Thousands)

Item	Estimated Receipts		Actual Receipts									
	1970-71	1969-70	1968-69	1967-68	1966-67	1965-66	1964-65	1963-64	1962-63	1961-62	1960-61	1959-60
UNIVERSITY OF NORTH CAROLINA:												
General Administration	$ 52	$ 52	$ 50	$ 52	$ 52	$ 52	$ 54	$ 34	$ 22	$ 24	$ 54	$ 56
Long Range Planning	-	-	-	-	-	-	-	-	-	-	-	-
North Carolina State U.	7,249	6,982	8,609	8,637	7,921	7,044	6,659	5,825	6,043	5,335	4,930	4,605
U.N.C. at Chapel Hill-Academic	10,978	10,639	8,204	8,431	7,239	6,387	5,907	5,897	5,505	7,948	6,582	7,130
U.N.C. at Chapel Hill-Health Affairs	2,375	2,278	1,844	2,625	2,302	1,936	1,543	1,491	1,451	1,837	3,147	2,923
U.N.C. at Charlotte	754	682	520	592	506	381	296	268	-	-	-	-
U.N.C. at Greensboro	2,682	2,562	2,436	2,276	1,969	1,834	1,612	1,397	2,820	2,480	2,060	1,909
Total University of North Carolina	$24,090	$23,195	$21,663	$22,613	$19,989	$17,684	$16,071	$14,912	$15,841	$17,624	$16,773	$16,623
REGIONAL UNIVERSITIES AND SENIOR COLLEGES:												
Appalachian State University	$ 2,184	$ 2,067	$ 1,775	$ 1,833	$ 1,696	$ 1,300	$ 2,174	$ 1,785	$ 1,705	$ 1,684	$ 1,336	$ 1,214
Asheville-Biltmore College	229	246	286	214	192	196	249	246	-	-	-	-
East Carolina University	3,757	3,632	3,552	2,918	2,777	2,442	2,113	3,302	3,117	2,708	2,234	2,182
Elizabeth City State College	983	983	877	887	858	738	640	562	517	465	351	281
Fayetteville State College	346	329	320	399	311	305	269	596	551	492	382	302
N. C. Agricultural and Technical State University	1,802	1,783	2,151	2,270	1,915	1,757	3,238	2,753	2,628	2,354	2,058	1,974
N. C. College	1,144	1,105	1,031	1,323	1,144	1,001	849	1,732	1,532	1,532	1,328	1,303
N. C. School of the Arts	468	539	768	703	451	311	-	-	-	-	-	-
Pembroke State College	547	530	465	513	346	310	372	314	262	179	103	95
Western Carolina University	1,971	1,892	1,618	1,501	1,543	1,100	855	1,673	1,555	1,378	1,113	961
Wilmington College	384	354	372	338	307	287	406	369	-	-	-	-
Winston-Salem State College	431	405	880	589	510	739	625	622	592	557	488	409
Total Regional Universities and Senior Colleges	$14,246	$13,865	$14,095	$13,488	$12,050	$10,486	$11,790	$13,954	$12,459	$11,349	$ 9,393	$ 8,721
GRAND TOTAL	$38,336	$37,060	$35,758	$36,101	$32,039	$28,170	$27,861	$28,866	$28,300	$28,973	$26,166	$25,344
RELATED SERVICES:												
State Board of Higher Education-Operating Budget	$ 18	$ 18	$ 25	$ 12	$ 13	$ 8	$ 4	$ -	$ -	$ -	$ -	$ -
State Board of Higher Education-Allocation To Be Made To Institutions of Higher Education	-	-	-	-	-	-	-	-	-	-	-	-
State Education Assistance Authority	-	-	-	-	-	-	-	-	-	-	-	-
N. C. Memorial Hospital	7,828	7,628	4,566	5,547	4,453	3,887	3,437	3,021	2,737	2,501	2,337	2,179
Psychiatric Center	776	683	457	470	434	496	367	388	391	397	388	321
Industrial Extension Service	10	10	30	4	2	-	-	-	-	-	-	-
Agricultural Experiment Sta.	2,835	2,780	3,317	3,066	3,076	2,923	2,733	2,421	2,204	2,591	2,268	2,115
Cooperative Agricultural Extension Service	4,341	4,182	4,234	4,019	3,929	3,768	3,538	3,332	3,154	3,038	2,900	2,766
Total Related Services (Not Included in Grand Total)	$15,808	$15,301	$12,629	$13,118	$11,907	$11,082	$10,079	$ 9,162	$ 8,486	$ 8,527	$ 7,893	$ 7,381

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*Receipts for operations from tuition, incidental fees and charges, endowment and trust funds, contracts and grants, sales of services, extension fees, etc.

TABLE IX

EXPENDITURES FROM GENERAL FUND APPROPRIATIONS AND RECEIPTS FOR OPERATIONS (COMBINES TABLES VII AND VIII), FISCAL YEARS 1960-71

(In Thousands)

Item	Estimated Expenditures		Actual Expenditures									
	1970-71	1969-70	1968-69	1967-68	1966-67	1965-66	1964-65	1963-64	1962-63	1961-62	1960-61	1959-60
UNIVERSITY OF NORTH CAROLINA:												
General Administration	$ 1,915	$ 1,847	$ 820	$ 670	$ 525	$ 453	$ 400	$ 280	$ 255	$ 227	$ 241	$ 258
Long Range Planning	-	-	-	-	28	26	32	33	36	35	31	16
North Carolina State U.	31,369	28,566	22,695	20,602	18,365	16,770	15,031	13,377	12,338	11,389	10,230	9,540
U.N.C. at Chapel Hill-Academic	41,420	38,117	26,226	24,090	20,061	17,530	15,459	14,058	12,122	14,327	12,145	12,561
U.N.C. at Chapel Hill-Health Affairs	16,879	13,958	7,670	7,847	6,837	6,197	5,405	5,240	4,513	4,781	5,733	5,339
U.N.C. at Charlotte	6,690	5,734	2,967	2,486	2,108	1,890	1,272	986	-	-	-	-
U.N.C. at Greensboro	13,168	11,655	8,219	6,774	5,824	5,442	4,417	4,040	4,999	4,538	3,956	3,743
Total University of North Carolina	$111,441	$ 99,877	$ 68,597	$ 62,469	$53,748	$48,308	$42,016	$38,014	$34,263	$35,297	$32,336	$31,457
REGIONAL UNIVERSITIES AND SENIOR COLLEGES:												
Appalachian State University	$ 10,182	$ 9,305	$ 5,848	$ 5,163	$ 4,455	$ 3,634	$ 4,180	$ 3,511	$ 3,188	$ 2,887	$ 2,332	$ 2,084
Asheville-Biltmore College	1,768	1,709	1,306	1,138	992	852	575	413	-	-	-	-
East Carolina University	16,625	15,095	11,254	9,644	7,799	7,185	5,958	6,693	5,630	5,023	4,139	3,903
Elizabeth City State College	3,514	3,494	1,795	1,645	1,528	1,409	1,289	1,201	1,028	937	801	618
Fayetteville State College	2,022	1.891	1,318	1,375	1,177	1,105	904	1,138	988	927	790	610
N. C. Agricultural and Technical State University	7,522	6,705	5,185	5,257	4,411	3,987	5,224	4,593	4,129	3,806	3,517	3,322
N. C. College	5,799	5,393	3,958	3,991	3,462	3,080	2,837	3,479	2,970	2,892	2,479	2,341
N. C. School of the Arts	2,036	1,685	1,518	1,346	950	785	-	-	-	-	-	-
Pembroke State College	2,765	2,546	1,687	1,714	1,178	1,096	865	779	570	450	330	303
Western Carolina University	8,970	8,575	4,743	4,227	3,499	2,813	2,351	2,977	2,524	2,193	1,805	1,602
Wilmington College	2,591	2,426	1,411	1,281	1,085	979	855	570	-	-	-	-
Winston-Salem State College	2,632	2,423	2,148	1,777	1,507	1,616	1,372	1,267	1,166	1,047	907	772
Total Regional Universities and Senior Colleges	$ 66,426	$ 61,247	$ 42,171	$ 38,558	$32,043	$28,541	$26,410	$26,621	$22,193	$20,162	$17,100	$15,555
GRAND TOTAL	$177,867	$161,124	$110,768	$101,027	$85,791	$76,849	$68,426	$64,635	$56,456	$55,459	$49,436	$47,012
RELATED SERVICES:												
State Board of Higher Education-Operating Budget	$ 740	$ 726	$ 420	$ 395	$ 270	$ 8	$ 124	$ 101	$ 80	$ 63	$ 62	$ 55
State Board of Higher Education-Allocation To Be Made To Institutions of Higher Education	1,674	1,632	1,070	-	-	82	-	-	-	-	-	-
State Education Assistance Authority	129	129	31	25	26	25	-	-	-	-	-	-
N. C. Memorial Hospital	18,982	18,009	8,545	9,159	7,733	6,876	5,914	5,376	4,589	4,221	3,822	3,632
Psychiatric Center	2,266	2,036	1,371	1,301	1,435	1,110	999	1,083	890	934	827	806
Industrial Extension Service	724	695	319	190	111	83	102	85	93	94	94	86
Agricultural Experiment Sts.	10,172	9,813	7,913	7,324	6,897	6,449	5,751	5,127	4,645	4,980	4,291	4,070
Cooperative Agricultural Extension Service	10,590	10,192	8,435	7,609	7,215	7,079	6,589	6,066	5,688	5,591	5,310	5,288
Total Related Services (Not Included in Grand Total)	$ 45,277	$ 43,232	$ 28,104	$ 26,003	$23,687	$21,712	$19,479	$17,838	$15,985	$15,883	$14,406	$13,937

TABLE X

SUMMARY OF "B" BUDGET REQUESTS, BIENNIUM 1969-71 (In Thousands)

Item	Total Requested		New Salaries		Salary Increases		Library Books		Equipment		Other Expenses	
	1969-70	1970-71	1969-70	1970-71	1969-70	1970-71	1969-70	1970-71	1969-70	1970-71	1969-70	1970-71
UNIVERSITY OF NORTH CAROLINA:												
General Administration	$ 667	$ 710	$ 158	$ 158	$ 7	$ 19	$ -	$ -	$ 41	$ 40	$ 461	$ 493
North Carolina State U.	4,796	6,277	2,173	2,873	1,193	1,913	260	260	363	289	807	942
U.N.C. at Chapel Hill-Academic	4,501	6,031	1,518	1,796	1,658	2,741	240	240	402	432	683	822
U.N.C. at Chapel Hill-Health Affairs	3,070	4,583	1,630	2,364	804	1,509	-	-	219	117	417	593
U.N.C. at Charlotte	1,805	2,196	881	1,107	201	327	270	265	170	133	283	364
U.N.C. at Greensboro	2,253	3,150	969	1,360	558	915	175	225	276	176	275	474
Total University of North Carolina	$17,092	$22,947	$ 7,329	$ 9,658	$ 4,421	$ 7,424	$ 945	$ 990	$ 1,471	$ 1,187	$ 2,926	$ 3,688
REGIONAL UNIVERSITIES AND SENIOR COLLEGES:												
Appalachian State University	$ 1,979	$ 2,369	$ 773	$ 801	$ 414	$ 828	$ 100	$ 100	$ 276	$ 168	$ 416	$ 472
Asheville-Biltmore College	260	312	66	66	83	128	15	10	39	10	57	98
East Carolina University	2,325	3,296	905	983	807	1,639	93	93	251	222	269	359
Elizabeth City State College	1,419	1,453	775	775	203	263	22	22	321	295	98	98
Fayetteville State College	43[illegible]	519	114	114	207	331	10	10	46	-	60	64
N. C. Agricultural and Technical State University	1,102	1,723	504	608	197	445	110	120	57	45	234	505
N. C. College	774	1,017	199	225	441	662	50	15	18	6	66	109
N. C. School of the Arts	161	455	45	57	57	187	1	100	12	2	46	109
Pembroke State College	440	562	66	66	160	320	100	100	44	6	70	70
Western Carolina University	2,524	2,568	1,068	1,198	237	509	506	206	381	227	332	428
Wilmington College	734	809	324	327	119	200	45	45	110	46	136	191
Winston-Salem State College	448	532	139	139	144	246	25	20	90	60	50	67
Total Regional Universities and Senior Colleges	$12,603	$15,615	$ 4,978	$ 5,359	$ 3,069	$ 5,758	$ 1,077	$ 841	$ 1,645	$ 1,087	$ 1,834	$ 2,570
GRAND TOTAL	$29,695	$38,562	$12,307	$15,017	$ 7,490	$13,182	$ 2,022	$ 1,831	$ 3,116	$ 2,27[illegible]	$ 4,760	$ 6,258
RELATED SERVICES:												
State Board of Higher Education-Operating Budget	$ 204	$ 218	$ 51	$ 51	$ -	$ 2	$ -	$ -	$ 3	$ -	$ 150	$ 165
State Board of Higher Education-Allocation To Be Made To Institutions of Higher Education	483	518	-	-	-	-	-	-	-	-	483	518
State Education Assistance Authority	100	100	-	-	-	-	-	-	-	-	100	100
N. C. Memorial Hospital	313	732	86	423	-	-	-	-	28	71	199	238
Psychiatric Center	-	-	-	-	-	-	-	-	-	-	-	-
Industrial Extension Service	532	558	366	384	21	33	-	-	32	23	113	118
Agricultural Experiment Sta.	1,338	1,497	608	615	259	402	-	-	152	133	319	347
Cooperative Agricultural Extension Service	693	877	212	213	289	448	-	-	30	22	162	194
Total Related Services (Not Included in Grand Total)	$ 3,663	$ 4,500	$ 1,323	$ 1,686	$ 569	$ 885	$ -	$ -	$ 245	$ 249	$ 1,526	$ 1,680

TABLE XI

TOTAL CAPITAL IMPROVEMENT REQUESTS, BIENNIUM 1969-71
(In Thousands)

Item	Estimated Cost	State Appropriations Requested	Other Sources	Self-Liquidation
UNIVERSITY OF NORTH CAROLINA:				
General Administration	$ 1,545	$ 1,545	$ -	$ -
North Carolina State University	36,774	34,774	-	2,000
Agricultural Experiment Sta.	5,223	5,223	-	-
U.N.C. at Chapel Hill-Academic	29,674	23,149	3,125	3,400
U.N.C. at Chapel Hill-Health Affairs	32,347	32,094	253	-
U.N.C. at Charlotte	14,025	10,795	-	3,230
U.N.C. at Greensboro	11,148	11,148	-	-
Total University of North Carolina	$130,736	$118,728	$3,378	$8,630
REGIONAL UNIVERSITIES AND SENIOR COLLEGES:				
Appalachian State University	$ 16,589	$ 16,589	$ -	$ -
Asheville-Biltmore College	1,497	1,497	-	-
East Carolina University (Note A)	25,032	25,432	(400)	-
Elizabeth City State College	4,729	4,729	-	-
Fayetteville State College	1,439	1,439	-	-
N. C. Agricultural and Technical State University	11,935	11,935	-	-
N. C. College	6,422	6,422	-	-
N. C. School of the Arts	1,601	1,601	-	-
Pembroke State College	7,608	7,608	-	-
Western Carolina University	17,512	17,512	-	-
Wilmington College	3,360	3,360	-	-
Winston-Salem State College	4,430	4,430	-	-
Total Regional Universities and Senior Colleges	$102,154	$102,554	$ (400)	$ -
Total Excluding Land Purchases	$232,890	$221,282	$2,978	$8,630
Land Purchases	$ 7,335	$ 7,335	$ -	$ -
Total Including Land Purchases	$240,225	$228,617	$2,978	$8,630

NOTE (A):
$400,000 of state support is included in this request to supplement the 1967 appropriation. This money is to replace local funds not realized.

TABLE XII

TOTAL CAPITAL IMPROVEMENTS AUTHORIZED BY 1967 GENERAL ASSEMBLY (In Thousands)

Item	Total Authorized	State Appropriations	Legislative Bonds	Other Sources	Self-Liquidation
UNIVERSITY OF NORTH CAROLINA:					
General Administration	$ 1,886	$ 1,886	$ -	$ -	$ -
North Carolina State U.	27,891	11,121	-	7,532	9,238
Agricultural Experiment Sta.	1,211	1,211	-	-	-
U.N.C. at Chapel Hill-Academic	19,732	9,114	-	3,507	7,111
U.N.C. at Chapel Hill-Health Affairs	2,996	1,696	-	1,300	-
U.N.C. at Charlotte	15,339	10,050	-	2,964	2,325
U.N.C. at Greensboro	13,110	6,490	-	2,000	4,620
Total University of North Carolina	$ 82,165	$41,568	$ -	$17,303	$23,294
REGIONAL UNIVERSITIES AND SENIOR COLLEGES:					
Appalachian State University	$ 10,944	$ 2,700	$ -	$ 1,454	$ 6,790
Asheville-Biltmore College	2,482	2,060	-	352	70
East Carolina University	14,432	5,552	-	3,394	5,486
Elizabeth City State College	582	280	-	62	240
Fayetteville State College	812	770	-	22	20
N. C. Agricultural & Technical State University	2,766	1,150	-	505	1,111
N. C. College	739	339	-	-	400
N. C. School of the Arts	2,848	1,275	-	363	1,210
Pembroke State College	1,698	556	-	172	970
Western Carolina University	6,162	2,233	-	814	3,115
Wilmington College	2,901	1,604	-	167	1,130
Winston-Salem State College	952	751	-	111	90
Total Regional Universities and Senior Colleges	$ 47,318	$19,270	$ -	$ 7,416	$20,632
Total Excluding Land Purchases	$129,483	$60,838	$ -	$24,719	$43,926
Land Purchases	$ 2,500	$ 2,500	$ -	$ -	$ -
Total Including Land Purchases	$131,983	$63,338	$ -	$24,719	$43,926
Governor and Advisory Budget Commission Education Reserve Fund	5,000	5,000	-	-	-
GRAND TOTAL	$136,983	$68,338	$ -	$24,719	$43,926

TABLE XIII

CAPITAL IMPROVEMENTS (GENERAL FUND AND LEGISLATIVE BONDS), 1947-1971 (In Thousands)

Item	Requested Appropriations	Appropriated										
	1969-71	1967-69	1965-67	1963-65	1961-63	1959-61	1957-59	1955-57	1953-55	1951-53	1949-51	1947-49
UNIVERSITY OF NORTH CAROLINA:												
General Administration	$ 1,545	$ 1,886	$ -	$ 1,250	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
North Carolina State U. (Includes Agricultural Experiment Station)	39,997	12,332	4,495	7,875	451	6,203	5,932	-	2,215	50	9,142	6,727
U.N.C. at Chapel Hill (Includes Academic Affairs and Health Affairs)	55,243	10,810	11,572	9,118	1,725	5,881	3,599	-	1,401	-	12,184	7,844
U.N.C. at Charlotte	10,795	10,050	1,035	3,300	-	-	-	-	-	-	-	-
U.N.C. at Greensboro	11,148	6,490	3,265	3,618	29	723	1,338	-	580	-	3,995	3,178
Total University of North Carolina	$118,728	$41,568	$20,367	$25,161	$ 2,205	$12,807	$10,869	$ -	$ 4,196	$ 50	$25,321	$17,749
REGIONAL UNIVERSITIES AND SENIOR COLLEGES:												
Appalachian State University	$ 16,589	$ 2,700	$ 3,051	$ 5,229	$ 35	$ 1,778	$ 1,409	$ -	$ 882	$ 170	$ 1,576	$ 1,915
Asheville-Biltmore College	1,497	2,060	78	1,406	-	-	-	-	-	-	-	-
East Carolina University	25,432	5,552	4,530	4,901	145	1,735	1,581	-	1,988	221	1,515	2,118
Elizabeth City State College	4,729	280	650	1,165	94	311	63	-	509	-	673	639
Fayetteville State College	1,439	770	578	1,430	226	154	200	-	435	-	598	391
N. C. Agricultural and Technical State University	11,935	1,150	271	2,322	117	1,104	639	-	2,261	-	5,690	2,039
N. C. College	6,422	339	472	1,783	148	167	65	-	1,800	-	2,148	2,065
N. C. School of the Arts	1,601	1,275	-	-	-	-	-	-	-	-	-	-
Pembroke State College	7,608	556	1,182	954	89	296	100	-	10	-	258	387
Western Carolina University	17,512	2,233	2,102	3,173	63	1,554	795	-	945	-	2,050	1,334
Wilmington College	3,360	1,604	1,655	625	-	-	-	-	-	-	-	-
Winston-Salem State College	4,430	751	1,025	1,182	195	336	183	-	915	-	904	615
Total Regional Universities and Senior Colleges	$102,554	$19,270	$15,594	$24,170	$ 1,112	$ 7,435	$ 5,035	$ -	$ 9,745	$ 391	$15,412	$11,503
Total Excluding Land Purchases	$221,282	$60,838	$35,961	$49,331	$ 3,317	$20,242	$15,904	$ -	$13,941	$ 441	$40,733	$29,252
Land Purchases	$ 7,335	$ 2,500	$ 990	$ 2,125	$ -	$ 500	$ 720	$ -	$ -	$ -	$ -	$ -
Total Including Land Purchases	$228,617	$63,338	$36,951	$51,456	$ 3,317	$20,742	$16,624	$ -	$13,941	$ 441	$40,733	$29,252
Governor and Advisory Budget Commission Education Reserve Fund	-	5,000	-	-	-	-	-	-	-	-	-	-
GRAND TOTAL	$228,617	$68,338	$36,951	$51,456	$ 3,317*	$20,742	$16,624	$ -	$13,941	$ 441	$40,733	$29,252

*In addition $29,762,000 was approved by the Legislature as part of the November 7, 1961 bond referendum which was defeated.

TABLE XIV

SUMMARY OF CAPITAL IMPROVEMENTS
(SELF-LIQUIDATION FROM STUDENT RENTS, FEES, AND OTHER SOURCES)
1955-June 1968

Item	Total	Single Student Dormitories	Married Student Apartments	Student Centers	Fraternity Housing	Cafeterias	Other
UNIVERSITY OF NORTH CAROLINA:							
General Administration	$ -	$ -	$ -	$ -	$ -	$ -	$ -
North Carolina State University	9,238,000	3,883,000	2,200,000	-	900,000	440,000	1,815,000
U.N.C. at Chapel Hill-Academic	7,111,000	2,150,000	4,685,000	-	-	276,000	-
U.N.C. at Chapel Hill-Health Affairs	-	-	-	-	-	-	-
U.N.C. at Charlotte	2,325,000	1,700,000	-	-	-	500,000	125,000
U.N.C. at Greensboro	4,620,000	4,160,000	-	-	-	300,000	160,000
Total University of North Carolina	$23,294,000	$11,893,000	$ 6,885,000	$ -	$900,000	$1,516,000	$2,100,000
REGIONAL UNIVERSITIES AND SENIOR COLLEGES:							
Appalachian State University	$ 6,789,618	$ 4,560,000	$ 2,000,000	$ -	$ -	$ -	$ 229,618
Asheville-Biltmore College	70,000	-	-	70,000	-	-	-
East Carolina University	5,486,000	3,475,000	453,000	-	-	795,000	763,000
Elizabeth City State College	240,000	240,000	-	-	-	-	-
Fayetteville State College	20,000	-	-	-	-	-	20,000
N. C. Agricultural and Technical State University	1,111,000	840,000	-	-	-	271,000	-
N. C. College	400,000	400,000	-	-	-	-	-
N. C. School of the Arts	1,210,000	1,210,000	-	-	-	-	-
Pembroke State College	970,000	760,000	-	210,000	-	-	-
Western Carolina University	3,115,000	3,040,000	-	-	-	-	75,000
Wilmington College	1,130,000	680,000	-	-	-	375,000	75,000
Winston-Salem State College	40,000	-	-	-	-	-	40,000
Total Regional Universities and Senior Colleges	$20,581,618	$15,205,000	$ 2,453,000	$280,000	$ -	$1,441,000	$1,202,618
GRAND TOTAL	$43,875,618	$27,098,000	$ 9,338,000	$280,000	$900,000	$2,957,000	$3,302,618

APPENDICES

APPENDIX A

ACTIONS OF THE 1967 GENERAL ASSEMBLY AFFECTING HIGHER EDUCATION

Appropriations for Institutional Operations

The sum of $173,943,340* was appropriated for the operation and related services of the 16 tax-supported senior institutions of higher education for the 1967-69 biennium, an increase of 31 per cent over 1965-67 appropriations. Appropriations for operation of the State system of community colleges and technical institutes amounted to $47,316,149, an increase of 65 per cent over 1965-67 appropriations.

General fund appropriations for the operation and related services for the 16 State senior institutions of higher education for 1967-69 were as follows:

SENIOR INSTITUTIONS	
University of North Carolina	
General Administration	$ 1,514,114
NC State University	27,280,710
UNC at Chapel Hill	
Academic	34,672,149
Health Affairs	11,185,229
UNC at Charlotte	4,615,833
UNC at Greensboro	10,969,812
Appalachian State University	7,779,853
Asheville-Biltmore College	1,988,531
East Carolina University	14,733,677
Elizabeth City State College	1,824,961
Fayetteville State College	2,003,035
NC Agricultural and Technical State University	6,011,818
NC College at Durham	5,719,695
NC School of the Arts	1,417,157
Pembroke State College	2,487,973
Western Carolina University	5,837,734
Wilmington College	2,014,399
Winston-Salem State College	2,581,354

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*Does not include funds to support the 1967 six per cent Legislative salary increase for State employees subject to the State Personnel Act.

Appendix A (continued)
Page 2

RELATED SERVICES		
State Board of Higher Education		2,626,255*
State Education Assistance Authority		61,200
NC Memorial Hospital		7,518,607
Psychiatric Center		1,795,143
Industrial Extension Service		522,962
Agricultural Experiment Station		8,533,411
Cooperative Agricultural Extension Service		8,247,728
	Total	$173,943,340

Appropriations for Capital Improvements

A total of $136,982,350 was authorized for construction of facilities at the 16 tax-supported senior institutions of higher education for the 1967-69 biennium. For these capital improvements a direct appropriation of $68,339,600 was made by the State. The remaining $68,642,750 will come from non-State sources such as revenue bonds to be liquidated by student fees and receipts and Federal funds, private grants and gifts. Authorization for capital improvements in the community college system for 1967-69 came to $2,032,810. Of this amount, $1,367,813 was appropriated from State funds; $664,997 from non-State funds.

Capital improvements authorized for 16 State senior institutions of higher education by 1967 General Assembly were as follows:

	Total Authorized	State Funds	Non-State Funds
SENIOR INSTITUTIONS			
University of North Carolina			
General Administration	$ 1,886,000	$ 1,886,000	
NC State University			
Academic	27,890,700	11,121,100	$16,769,600
Agricultural Experiment Sta.	1,211,000	1,211,000	
UNC at Chapel Hill			
Academic	19,732,000	9,114,400	10,617,600
Health Affairs	2,996,000	1,696,000	1,300,000
UNC at Charlotte	15,338,500	10,049,300	5,289,200
UNC at Greensboro	13,110,000	6,490,200	6,619,800
Appalachian State University	10,944,400	2,700,000	8,244,400
Asheville-Biltmore College	2,482,000	2,060,100	421,900

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*Includes Board's administrative budget of $464,855, and $2,161,400 to be allocated by the Board to institutions of higher education.

	Total Authorized	State Funds	Non-State Funds
SENIOR INSTITUTIONS			
East Carolina University	13,141,500	5,552,300	8,879,700
Elizabeth City State College	581,750	280,400	301,350
Fayetteville State College	812,000	770,400	41,600
NC Agricultural and Technical State University	2,766,000	1,150,000	1,616,000
NC College at Durham	739,000	339,000	400,000
NC School of the Arts	2,848,000	1,275,000	1,573,000
Pembroke State College	1,698,000	556,400	1,141,600
Western Carolina University	6,162,000	2,233,000	3,929,000
Wilmington College	2,901,000	1,604,400	1,296,600
Winston-Salem State College	952,000	750,600	201,400
LAND PURCHASES	2,500,000	2,500,000	
GOVERNOR AND ADVISORY BUDGET COMMISSION RESERVE FUND	5,000,000	5,000,000	
Totals	$136,982,350	$68,339,600	$68,642,750

Regional Universities

A system of regional universities was established. Four colleges were redesignated regional universities effective July 1, 1967---(1) Agricultural and Technical College of North Carolina as North Carolina Agricultural and Technical State University, (2) Appalachian State Teachers College as Appalachian State University, (3) East Carolina College as East Carolina University, and (4) Western Carolina College as Western Carolina University. The primary purpose of each regional university is the preparation of young men and women as teachers, supervisors and administrators for the public schools of North Carolina, including preparation for the master's degree. The institutions may also offer instruction in the liberal arts and sciences including preparation for the master's degree and conduct research that will increase their abilities to carry out and enlarge their stated responsibilities as approved by the State Board of Higher Education. Other institutions that for at least 10 years have been authorized to grant the master's degree may apply to the Board of Higher Education requesting redesignation as regional universities. Not later than July 1, 1972, the Board of Higher Education is to study the effectiveness of the regional universities and their proper future role and status in the State system of public higher education and report its findings and recommendations to the General Assembly. This study is to include consideration of continuation of the existing arrangements, establishment of a single board of trustees for all regional universities, and conversion of one or more of the regional universities into campuses of the University of North Carolina.

Income Tax Exemption for Dependent in College

A State income tax exemption of $600 was allowed for a dependent who is a full-time student at an accredited college or university. A "full-time student" is defined as a dependent enrolled in full-time study on the last day of the income year or enrolled for full-time study for a period of at least five months (whether or not consecutive) during the income year.

Faculty Salary Increases at Senior Colleges

A total of $10.8 million was appropriated for salary increases over existing salaries at the 16 senior institutions of higher education to assure as much as possible the favorable competitive position of each institution with other institutions in the United States having similar functions and programs. For 11 institutions, lump sum appropriations for average salary increases amounted to eight per cent in the first year of the 1967-69 biennium plus an additional four per cent or a total of 12 per cent in the second year. For five institutions appropriations for faculty increases varied in order to improve the relative positions of the least-favorably situated. At Appalachian State University the increase was seven per cent the first year plus four per cent the second. At Elizabeth City State College and Fayetteville State College the increase was nine plus four per cent. At Pembroke College it was eight plus four per cent, and at Winston-Salem State College it was nine plus seven per cent.

As in past biennia, the institutional heads were authorized to use the appropriations for improving faculty salaries with complete flexibility and were not required to make these percentage increases across-the-board to each faculty member.

Teaching Salary Increases at Community Colleges

In order to assure a fair and equitable apportionment of teaching salary funds to each institution of the community college system, funds were appropriated which may be used by the State Board of Education to establish a statewide salary schedule making available to each institution an average teacher salary for 12 months service of $8,900 in the first year of the 1967-69 biennium and $9,600 in the second year.

Classified Employees Salary Increases

A six per cent Legislative salary increase, effective July 1, 1967, was granted to each permanent full-time State employee subject to the State Personnel Act provisions.

Capital Improvement Advance Planning Fund

The Capital Improvement Advance Planning Fund was created. The fund received an appropriation of $500,000 for advance planning and is to receive all repayments from authorized capital improvement projects of amounts which have been or may be advanced from the General Fund to provide for advance planning of such projects. All amounts are to be repaid to the fund at such time as construction funds become available. The fund is to be used to provide for advance planning of those proposed projects which are found acceptable by the Governor and the Advisory Budget Commission. The Department of Administration will manage the fund.

Interstate Compact for Education

North Carolina entered into the Interstate Compact for Education. The purpose of the Compact is to (1) establish and maintain close cooperation and understanding among executive, legislative, professional, educational and lay leadership on a nationwide basis at the State and local levels; (2) provide a forum for the development of public policy alternatives in the field of education; (3) provide a clearinghouse for information on matters relating to educational problems and how they are being met in different places throughout the nation; (4) facilitate the improvement of State and local educational systems; (5) encourage and promote local initiative in the operation of educational systems and institutions; and (6) recognize an interest in the quality and quantity of education furnished in each of the other states because of the highly mobile character of individuals within the nation and because the advancement of each state is contributed to in significant part by persons educated in other states.

The Interstate Compact for Education is administered by the Education Commission of the States. North Carolina's representation on the Commission, as with other party states, consists of seven members: the Governor, two members of the General Assembly selected by its respective houses, and four appointed by and serving at the pleasure of the Governor.

This legislation also provides for establishment of the North Carolina Education Council, which considers matters relating to the Compact for Education. The Council consists of members of the Education Commission of the States, and not exceeding five other members appointed by the Governor for terms of three years. The Governor or a person that the Governor designates serves as chairman. The Chairman of the State Board of Education, the State Superintendent of Public Instruction, the Chairman of the State Board of Higher Education, and the Director of Higher Education are ex officio members. An important note concerning the North Carolina Education Council is that for the first time in the State's history the Council legally provides a mechanism for bringing together those responsible for all aspects of the

State's system of education.

Higher Education Information System The sum of $30,000 was appropriated to the Board of Higher Education for contractual services for development of a computerized information system involving collection, processing, storage and retrieval of higher education information.

Negro Colleges The Board of Higher Education was appropriated $1 million for *allocation* to traditionally Negro colleges to strengthen faculties and academic programs as admissions standards are raised at the institutions.

Institutional Research Development Offices The Board of Higher Education was appropriated $400,000 for the 1967-69 biennium for *distribution* to the senior colleges for operation of the Offices of Institutional Research and Development in developing institutional long-range plans. *Allocations* were distributed to institutional operating budgets according to the recommendations of the Board with approval of the Department of Administration.

Regional Education Aid Appropriations in the amount of $361,400 for the State's participation in the Southern Regional Education Board student exchange program, previously carried in several institutional budgets because of historical circumstances, were consolidated into the budget of the Board of Higher Education for administration.

"Work-Study" Programs The sum of $400,000 was appropriated to the Board of Higher Education for *allocation* to the colleges for the State's participation in the Federal "Work-Study" program under provisions of the Higher Education Act of 1965.

Low-Interest, Guaranteed Loans to Students The statute pertaining to the State Education Assistance Authority (administered by the Board of Higher Education) was amended (1) to permit the Authority to guarantee up to 100 per cent of low-interest loans made by lenders to students attending institutions of higher education, post-secondary business, trade, technical, and vocational schools for the purpose of obtaining education or training under provisions of the Higher Education Act of 1965 and the National Vocational Student Loan Insurance Act of 1965, (2) to permit Federal Savings and Loan Associations, in addition to banks, insurance companies, and other eligible lenders, to make low-interest, guaranteed loans to students, and (3) to authorize the Authority to issue revenue bonds for student loan purposes.

The State Education Assistance Authority was appropriated $50,000 to guarantee an additional $500,000 in low-interest student loans under provisions of the Higher Education Act of 1965.

Scholarships for Students

The sum of $100,000 was appropriated to the State Board of Education for the 1967-69 biennium for scholarship aid to students who wish to train for placement as teachers of mentally retarded children.

The Veterans Commission was authorized an increase of 45 scholarships and an increase of scholarship benefits to children of deceased or disabled war veterans. The increased scholarship benefits provide recipients with room allowance as well as board allowance and payment of mandatory fees in addition to tuition. These and other benefits were extended to eligible children of veterans of the Viet Nam War.

Out-of-State Student Tuition Increases

The authorized operating budgets for the institutions of higher education for fiscal year 1968-69 were constructed with the understanding that the following tuition rates for out-of-state students would apply:

All branches of the Consolidated University (excluding the Division of Health Affairs)	$700	(formerly $600)
All Regional Universities	$600	(formerly ranged from $402 to $453)
North Carolina College at Durham	$600	(formerly $500)
Asheville-Biltmore College	$667	(formerly $420)
Wilmington College, Pembroke State College, Elizabeth City State College, Fayetteville State College, Winston-Salem State College	$500	(formerly ranged from $300 to $390)

Amendments to Teachers' and State Employees' Retirement Act

The Act was amended to provide for a 12-year vesting period effective July 1, 1967, in lieu of 15 years. This provision means that a member with credit for not less than 12 years of creditable service may separate from service prior to age 60, not withdraw his contributions, and be entitled to a retirement allowance at age 60 or later. A member who separates from service after age 60 may file application for an allowance without regard to the years of creditable service.

The amended Act also provides a death benefit to a beneficiary nominated by a member equal to the compensation earned by a member during the calendar year preceding the year in which his death occurs but not to exceed $15,000.

The amended Act further adds alumni associations of State supported universities and colleges and the State School Boards Association to the group of member service organizations which are authorized to enroll employees in the Retirement System.

Another amendment provides that a member who has not earned a vested right of 12 years of creditable service may be absent from service up to seven years in any period of eight consecutive years without loss of credit for service to date. The member must not withdraw his contributions if he wishes to claim the right to keep his membership active under this provision. Any member who separated from service on, or after January 1, 1962, and has not withdrawn his contributions now has the privilege of retaining an active account if he is out of service not more than seven years during any period of eight consecutive calendar years thereafter. Prior to July 1, 1967, the Act allowed a member to keep his account active if he was absent not more than five years in any period of six consecutive years.

Effective July 1, 1967, the rate of retirement contribution will be five per cent of the first $5,600 in calendar year earnings and six per cent of the balance. This is an increase in the rate of contribution on the first $5,600 from four to five per cent. This increase in the rate was made in order to pay the members' increase in cost of the retirement benefit from one per cent to one and one-fourth per cent in the formula for computation of benefits.

Financial Aid to Hospital Programs of Nursing Education

The sum of $300,000 was granted to the State Board of Education for the 1967-69 biennium to provide financial assistance to hospital programs of nursing education leading to diplomas in nursing. To qualify for this assistance a program must be conducted by an educational unit in nursing fully accredited by the Board of Nursing and operated under the authority of a public or nonprofit hospital licensed by the North Carolina Medical Care Commission.

The State Board of Education each year of the biennium distributes sums to eligible educational units in nursing in hospitals, upon their application for assistance, on the basis of $100 per student enrolled in the programs as of December 1 of the preceding year. The State Board of Education makes such rules and regulations as are necessary to carry out the provisions and insure that the financial assistance is used directly for faculty and instructional needs of diploma nursing programs.

Creation of Commission to Study School System

A commission known as the Governor's Study Commission on the Public School System of North Carolina was created to make a detailed and exhaustive study of the public school system of North Carolina to the end that some evaluation of the effectiveness of the public school programs might be made.

Conversion of Wayne Technical Institute to Community College

Appropriations were granted to convert Wayne Technical Institute at Goldsboro into a community college, subject to the approval of the Advisory Budget Commission, the Governor, and the voters of Wayne County. The conversion was approved, making a total of 13 community colleges in the community college system.

Creation of Nine Technical Institutes

Funds were appropriated for the creation of two chartered and seven contracted technical institutes in the community college system during the 1967-69 biennium, making a total of 37 technical institutes in the system.

Medical Doctor Shortage Study

The Legislative Research Commission was directed to conduct an in-depth study regarding ways and means of obtaining and/or providing greater numbers of medical doctors for smaller towns and communities of North Carolina. The Legislative Research Commission is to propose legislation to the 1969 General Assembly designed to assist in meeting these needs.

LEGISLATION CONSIDERED AND ENACTED BY THE 1967 GENERAL ASSEMBLY CONCERNING HIGHER EDUCATION

The following lists show the numbers and descriptions of significant bills and resolutions dealing with higher education and related matters enacted or considered by the 1967 North Carolina General Assembly meeting in Regular Session in Raleigh during the period February 8 through July 6. Descriptive listings are paraphrased, and, therefore, are necessarily incomplete.

Major Bills Enacted

SB 18	An Act to provide for an additional state income tax exemption of $600 for each dependent who is a full-time college student.
SB 19	An Act to make budget appropriations for State departments, institutions and agencies.
SB 20	An Act to make appropriations for capital improvements for State institutions, departments and agencies.
SB 201	An Act to provide for North Carolina to enter into the Interstate Library Compact.
SB 203	An Act to enact the Interstate Compact for Education.
SB 226	An Act to permit investments for the purpose of making college and other educational loans and to make loans permitted by federal savings and loan associations.
SB 357 SB 358 SB 359	Acts amending the 1965 Session Laws to provide changes with respect to projects wholly self-liquidating.

SB 563	An Act to provide for regional universities at Greenville, Boone, Cullowhee and Greensboro.
SB 716	An Act to authorize the issuance of revenue bonds by the North Carolina School of the Arts.
SB 728	An Act to permit the State Education Assistance Authority to issue revenue bonds for student loan purposes.
HB 156	An Act to make appropriations to the State Board of Education to provide financial assistance to hospital programs of nursing education.
HB 169	An Act authorizing East Carolina University to improve Ficklen Stadium.
HB 456	An Act amending the General Statutes of North Carolina pertaining to the State Education Assistance Authority.
HB 467	An Act amending the General Statutes of North Carolina relating to scholarships for veterans' children.
HB 524	An Act to appropriate funds to the State Board of Education for scholarships for training teachers of mentally retarded children.
HB 582	An Act relating to official records distribution.
HB 857	An Act to extend the authority of the University of North Carolina to issue enterprise bonds.
HB 904	An Act to provide for the continuance of the North Carolina Advancement School.
HB 972	An Act to provide for agency reports to the University of North Carolina Branches.
HB 1032	An Act to provide for reports to Asheville-Biltmore.
HB 1056	An Act to authorize issuance of revenue bonds for faculty housing and parking facilities.

Resolutions Adopted

SR 540	A joint resolution to provide for a medical doctor shortage study.
SR 741	A joint resolution for a joint session to elect University of North Carolina Trustees and for conformation of appointments.
HR 185	A joint resolution honoring North Carolina State University at Raleigh on the 80th anniversary of its founding.

HR 1026	A joint resolution creating a commission to study the public school system of North Carolina.
HR 1085	A joint resolution creating a Legislative Commission to study library support in North Carolina.

Major Bills Considered But Not Enacted

SB 82	A bill to create East Carolina University independent of the Consolidated University.
SB 99	A bill to make East Carolina College a campus of the University of North Carolina.
SB 324	An Act to provide for the election of Trustees of the University of North Carolina and Trustees of the separate campuses of the University of North Carolina.
SB 379	An Act relating to a facility to house the president of the University of North Carolina and his staff.
SB 420	An Act to reduce the size of the Board of Trustees of the University of North Carolina, to provide for the election of the chairman and for a new Board of Advisors.
SB 426	An Act to amend the General Statutes of North Carolina relating to the number, election and terms of members of the Board of Trustees of the University.
SB 430	An Act to provide a system for the election of trustees of certain institutions of higher education.
SB 498	A bill to provide that the Board of Higher Education approve minimum standards for admission of students to the institutions defined in G.S. 116-155.
HB 254	A bill to provide for reports to Atlantic Christian College.
HB 384	A bill to change the name of Appalachian State Teachers College to Appalachian State College.

Supplemental Appropriations Bills
Introduced and Referred to Committee

SB 94	A bill to appropriate funds for the operation of the Law School of North Carolina College at Durham.
SB 214	A bill to appropriate funds for the Dental Education Wing at the University of North Carolina School of Dentistry.
SB 594 SB 595 SB 596	Bills to appropriate funds for lab school, basic science, computer, research direction, library and organized research at East Carolina College.

SB 597	
SB 598	
SB 599	
HB 350	A bill to appropriate funds to East Carolina College for construction of mental retardation facilities.
HB 410	A bill to appropriate funds for an additional research lab at North Carolina State University.
HB 1064	Bills to appropriate funds for a continuing education center at Appalachian State University and to compensate fire losses.
HB 1066	
HB 1258	A bill to appropriate money for the loan fund for prospective college teachers.

APPENDIX B

NORTH CAROLINA GENERAL STATUTES, ARTICLE ON STATE BOARD OF HIGHER EDUCATION

§ 116-154. Creation and Purpose. There is hereby created the North Carolina Board of Higher Education. The purpose of the Board shall be, through the exercise of the powers and performance of the duties set forth in this article, to plan and promote the development of a sound, vigorous, progressive, and coordinated system of higher education in the State of North Carolina. In pursuit of this objective the Board will seek the cooperation of all the institutions of higher education and of other educational agencies in planning a system of higher education that will serve all the higher educational needs of the State and that will encourage a high standard of excellence in all institutions composing the system, each operating under the direction of its own board of trustees in the performance of the functions assigned to it.

§ 116-155. Definitions. As used herein:

"Board" refers to the North Carolina Board of Higher Education.

"Higher education" refers to all educational and instructional curricula and services in the university system and the senior colleges.

"Institutions of higher education" and "such institutions" refer to all senior institutions of higher education now existing or hereafter established supported wholly or in part by direct appropriations of the North Carolina General Assembly.

"Senior Colleges" refers to all State supported four-year colleges, except the university system.

§ 116-156. Membership; Appointment, Term and Qualifications; Vacancies. The Board shall consist of fifteen citizens of North Carolina, one of whom shall be a member of the State Board of Education to be appointed by the Governor, eight of whom shall be appointed by the Governor to represent the public at large, but none of whom shall be officers or employees of the State, or officers, employees or trustees of the institutions of higher education, four of whom shall be selected by the Boards of Trustees of State supported senior colleges, and two of whom shall be selected by the Board of Trustees of the University, provided, no trustee member shall be a member of the General Assembly. The four senior colleges, whose trustees shall select one of their members as a Board member to serve for a two-year term, shall be selected by the Governor in such order of rotation as he may choose every two years; provided, that the right of selection of such Board member shall be rotated among all institutions equally.

Members of the Board other than the six selected by the Trustees of Institutions shall be appointed by the Governor for terms of six years, except that of the first Board appointed, three members shall serve for two years, three shall serve for four years and three for six years. Terms of all members of the first Board so selected shall commence July 1, 1965.

All regular appointments, except appointments to the first Board, shall be subject to confirmation by the House of Representatives and the Senate in Joint Session assembled. The Governor shall forward all such appointments, except those of the first Board, to the General Assembly before the fortieth legislative day of each Regular Session. The Governor shall, without such confirmation, appoint members to fill vacancies for unexpired terms.

Appointees to the Board shall be selected for their interest in and ability to contribute to the fulfillment of the purpose of the Board. All members of the Board shall be deemed members-at-large, charged with the responsibility of serving the best interests of the whole State.

§ 116-157. Chairman, Vice-Chairman and Secretary. The Board shall elect annually from among its members a chairman, vice-chairman, and a secretary.

§ 116-158. Powers and Duties Generally. The Board shall have the following specific powers and duties, in the exercise and performance of which it shall be subject to the provisions of Article 1, Chapter 143 of the General Statutes except as herein otherwise provided:

(1) The primary function of the Board of Higher Education shall be to plan and coordinate the major educational functions and activities of higher education in the State and to allot the functions and activities of the institutions of higher education in addition to the purposes specified in Articles 1 and 2 of Chapter 116 of the General Statutes. The Board shall not, however, allot to any senior college the right to award the doctor's degree. The Board shall give the Governor, the General Assembly and the various institutions advice on higher education policy and problems.

(2) In carrying out the duties prescribed in subsection 1 hereof and subject thereto, the Board shall determine the types of degrees which shall be granted by each of such institutions.

(3) The Board shall cause to be made such visits to the institutions as it shall deem necessary and proper in the performance of its duties.

(4) The Board shall prescribe uniform statistical reporting practices and policies to be followed by such institutions where it finds such uniformity will promote the purpose of the Board.

(5) Subject to the provisions of subsection 1, all institutions included in the State System of Higher Education shall conform to the educational functions and activities assigned to them respectively; provided, that the Board shall not require any institution to abandon or discontinue any existing educational functions or activities, if, after notice and hearing, the institution is not in agreement with the decision of the Board, until such decision is first recommended to and approved by the General Assembly.

(6) Each institution shall furnish the Board a copy of its biennial budget requests and related data at the same time said requests are furnished to the Advisory Budget Commission. The Board shall review the institutional budget requests to determine whether the same are consistent with the primary purposes of the institution and with the functions and activities allocated to the institution by statute or by the Board. The Board shall concentrate on broad fiscal policy and avoid a line-by-line detailed review of budget requests. The Board shall advise the Advisory Budget Commission and the institution of any budget requests inconsistent with the purposes and allocated functions and activities.

(7) Any requests of an institution for transfers and changes as between objects and items in the approved budget of such institution and involving the establishment of new educational functions or activities shall be submitted to the Board of Higher Education for review to determine the compatibility of the request with the assigned functions of the respective institution.

(8) The Board shall possess such powers as are necessary and proper for the exercise of the foregoing specific powers, including the power to make and enforce such rules and regulations as may be necessary for effectuating the provisions of this Article.

§ 116-159. Board's Decision Subject to Approval by Director of Budget. The exercise of the powers conferred on the Board and its decisions of an educational nature shall be made by the Board within the limits of appropriated funds and fiscal availability.

§ 116-160. Hearings Concerning Proposed Action. Before final action is taken by the Board in the exercise of powers conferred by § 116-158, the presidents and such persons as they may designate shall, upon request, be granted an opportunity to be heard by the Board concerning the proposed action.

§ 116-161. Licensing of Institutions; Regulation of Degrees. (a) No educational institution created or established in this State after April 15, 1923, by any person, firm, or corporation shall have power or authority to confer degrees upon any person except as provided in this section.

(b) The Board of Higher Education, under such standards as it shall establish, may issue its license to confer degrees in such form as it may prescribe to an educational institution established in this State after April 15, 1923, by any person, firm, organization, or corporation; but no educational institution established in the State subsequent to that date shall be empowered to confer degrees unless it has income sufficient to maintain an adequate faculty and equipment sufficient to provide adequate means of instruction in the arts and sciences, or any other recognized field of learning or knowledge.

(c) All institutions licensed under this section shall file such information with the Director of Higher Education as the Board of Higher Education may direct, and the Board may evaluate any institution applying for a license to confer degrees under this section. If any such institution shall fail to maintain the required standards, the Board of Higher Education shall revoke its license to confer degrees, subject to a right of review of this decision in the manner provided in §§ 143-306 through 143-316.

(d) The State Board of Education shall have sole authority to administer and supervise, at the State level, the system of community colleges, technical institutes, and industrial education centers provided in chapter 115A, and shall regulate the granting of appropriate awards and marks of distinction by those institutions.

§ 116-162. Biennial Reports. The Board shall prepare and publish biennially a report to the Governor, the General Assembly, and such institutions setting forth the progress, needs and recommendations of the Board.

§ 116-163. Office Space; Director of Higher Education; Review of Actions of Director; Other Employees. In order to effectuate the provisions of this Article, the Board shall be furnished suitable quarters in Raleigh, and shall, subject to approval of the Governor, appoint a full-time Director of Higher Education. The salary of the Director of Higher Education shall be fixed by the Governor subject to the approval of the Advisory Budget Commission. The Director of Higher Education shall have training and experience in the field of higher education and shall be well qualified to serve as the Director of a State System of Higher Education as contemplated by this Article. The Director of Higher Education shall be responsible to the Board and shall perform such duties and exercise such powers as shall be prescribed by the Board. Any institution aggrieved by any action of the Director of Higher Education shall, upon request, be afforded an opportunity to be heard by the Board with respect thereto. The Board shall, within the limits of funds provided by law, appoint such professional staff members as shall be sufficient to carry out the provisions of this Article, whose salaries shall be fixed by the Governor subject to the approval of the Advisory Budget Commission, and such other necessary employees who shall be subject to the provisions of Article 2, Chapter 143 of the General Statutes.

§ 116-164. Compensation and expenses of members. Members of the Board shall receive no compensation for their services other than such per diem allowances and such allowance for travel expenses as shall be provided in each biennial Appropriation Act for such members.

§ 116-165. Necessary expenditures to be provided for in budget. The necessary expenditures of the Board shall be provided for in a budget subject to the terms of Article 1, chapter 143 of the General Statutes.

§ 116-166. Recommendations concerning employment of persons by institutions prohibited. No member or employee of the board shall make any recommendations concerning the prospective employment of any person by any of such institutions.

§ 116-167. Control over institutions by boards of trustees. The various boards of trustees of the institutions of higher education shall continue to exercise such control over the institutions as is provided by law, subject only to the North Carolina Board of Higher Education within the limits of its jurisdiction as herein specified. It is not intended that the trustees of such institutions shall be divested of any powers or initiative now existing with reference to the internal affairs of such institutions, except to the extent that same are affected by the Board's exercise of the powers and performance of the duties specified in this article.

APPENDIX C

NORTH CAROLINA GENERAL STATUTES, STATUTORY PURPOSES AND FUNCTIONS OF EACH PUBLIC SENIOR INSTITUTION OF HIGHER EDUCATION IN NORTH CAROLINA

UNIVERSITY OF NORTH CAROLINA

The University of North Carolina shall provide instruction in the liberal arts, fine arts, and sciences, and in the learned professions, including teaching, these being defined as those professions which rest upon advanced knowledge in the liberal arts and sciences; and shall be the primary State-supported agency for research in the liberal arts and sciences, pure and applied. The University shall provide instruction in the branches of learning relating to agriculture and the mechanic arts, and to other scientific and to classical studies. The University shall be the only institution in the State system of higher education authorized to award the doctor's degree. The University shall extend its influence and usefulness as far as possible to the persons of the State who are unable to avail themselves of its advantages as resident students, by extension courses, by lectures, and by such other means as may seem to them most effective. (G.S. 116-15)

EAST CAROLINA UNIVERSITY, APPALACHIAN STATE UNIVERSITY, WESTERN CAROLINA UNIVERSITY, NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY*

The primary purpose of East Carolina University, Appalachian State University, Western Carolina University and North Carolina Agricultural and Technical State University shall be the preparation of young men and women as teachers, supervisors, and administrators for the public schools of North Carolina, including the preparation of such persons for the master's degree. Said institutions may also offer instruction in the liberal arts and sciences including the preparation for the master's degree, may conduct programs of research that will increase their abilities to carry out and enlarge their stated responsibilities, extend their influence and usefulness as far as possible to persons of the area provided by the institutions who are unable to avail themselves of their advantages as resident students, to extension courses, by lectures, and by such other means as may seem to them most effective, and such other programs as are deemed necessary to meet the needs of their constituencies and of the State and as shall be approved by the North Carolina Board of Higher Education, consistent with appropriations made therefor. (G.S. 116-44.10)

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*Subdivision (4) of G.S. 116-45 provides that the primary purpose of North Carolina Agricultural and Technical State University shall also be

> ...to teach the agricultural and technical arts and sciences and such branches of learning as relate thereto; the training of teachers, supervisors, and administrators for the public schools of the State, including the preparation of such teachers, supervisors and administrators for the master's degree. Such other programs of a professional or occupational nature may be offered as shall be approved by the North Carolina Board of Higher Education, consistent with the appropriations made therefor.

PEMBROKE STATE COLLEGE

The primary purpose of Pembroke State College shall be the undergraduate education of the Lumbee Indians and other persons who may be admitted under uniform regulations of the board of trustees. The educational program of the institution shall be subject to the approval of the North Carolina Board of Higher Education, consistent with the appropriations made therefor. (G.S. 116-45)

NORTH CAROLINA COLLEGE

The primary purpose of North Carolina College at Durham shall be undergraduate instruction in the liberal arts and sciences, the training of teachers, supervisors, and administrators for the public schools of the State, and such graduate and professional instruction as shall be approved by the North Carolina Board of Higher Education, consistent with the appropriations made therefor. (G.S. 116-45)

ELIZABETH CITY STATE COLLEGE, FAYETTEVILLE STATE COLLEGE, WINSTON-SALEM STATE COLLEGE

The primary purpose of Elizabeth City State College, Fayetteville State College, and Winston-Salem State College shall be the undergraduate preparation of young men and women for teaching in the public schools of the State. Such other programs may be offered as shall be approved by the North Carolina Board of Higher Education, consistent with the appropriations made therefor. (G.S. 116-45)

ASHEVILLE-BILTMORE COLLEGE
WILMINGTON COLLEGE

The primary purpose of Asheville-Biltmore College, and Wilmington College shall be to provide undergraduate instruction in the liberal arts and sciences, the training of teachers, and such graduate, professional, and other undergraduate programs as are deemed necessary to meet the needs of their constituencies and of the State and as shall be approved by the North Carolina Board of Higher Education, consistent with appropriations provided therefor. (G.S. 116-45)

NORTH CAROLINA SCHOOL OF THE ARTS

The primary purpose of the school shall be the professional training, as distinguished from liberal arts instruction, of talented students in the fields of music, drama, the dance, and allied performing arts, at both the high school and college levels of instruction, with emphasis placed upon performance of the arts, and not upon academic studies of the arts. The said school may also offer high school and college instruction in the academic subjects, and such other programs as are deemed necessary to meet the needs of its students and of the State, consistent with appropriations made and gifts received therefor, and may cooperate, if it chooses, with other schools which provide such courses of instruction. The school, on occasion, may accept elementary grade students of rare talent, and shall arrange for such students, in cooperation with an elementary school, a suitable educational program. (G.S. 116-69)

APPENDIX D

PROCEDURES FOR SUBMISSION BY INSTITUTION AND EVALUATION BY THE BOARD OF HIGHER EDUCATION OF NEW DEGREE PROGRAM PROPOSALS OF PUBLIC SENIOR INSTITUTIONS OF HIGHER EDUCATION IN NORTH CAROLINA

A. GENERAL PROVISIONS

Section 116-158(2) of the General Statutes of North Carolina gives the Board of Higher Education responsibility "to determine the types of degrees which shall be granted by each /public/ institution" of higher education in the state. Acting under that authority, the Board requires institutions under its jurisdiction to submit for its action proposals for new types of degrees as follows:

I. Four-year institutions offering the bachelor's degree only will submit for the Board's action proposals for adding all new degree programs and new degree titles.
Institutions offering master's and doctor's degree programs will submit proposals for new professional and graduate degree programs and new degree titles and will report to the Board for its information all new bachelor's degree programs initiated. Undergraduate professional degree programs, however, will be submitted to the Board for action.

II. Existing programs. Changes in existing degree programs may or may not need to be submitted for Board action. In general, if the change represents a distinctly different purpose, philosophy, or program of studies requiring substantial increases in faculty, facilities, or library holdings, it should be incorporated into a proposal and forwarded to the Board for action. Changes of a less substantial nature which do not materially affect the nature of the degree program need not be submitted for Board action, but the Board should be kept informed of such changes.

Nor must proposals for Board action be submitted when an institution, by providing new arrangements of existing courses, offers new options within authorized degree programs. Thus an institution previously authorized to offer the degree of Master of Science in Education with a concentration in history may organize optional programs in history to serve the needs of junior high school teachers, senior high school teachers, or instructors in junior colleges. Similarly, if a graduate degree program in mathematics has been approved, or if there is a sufficient number of appropriate graduate courses in mathematics, a concentration in mathematics may be offered under the Master of Science in Education degree program. In all such cases, however, the Board should be informed of the change. A program approved for a Master of Science in Education degree, on the contrary, cannot be offered as a Master of Arts or Master of Science degree without submission and action by the Board.

In cases of doubt about the need to submit program changes to the Board, the institution proposing the program change shall confer with the Board of Higher Education.

III. Definitions.

a) "Types of degree" as used in Section 116-158(2) refers to specific, generally recognized, academic degrees, as follows:

bachelor's degrees -- bachelor of arts, bachelor of science, bachelor of fine arts, etc.

master's degrees -- master of arts, master of science, master of education, etc.

doctor's degrees -- doctor of philosophy, doctor of education

professional degrees -- bachelor of laws, doctor of medicine, Civil Engineer, etc.

b) A degree program is "new" when it lies in a field or area of study not already authorized for the institution proposing it and when it involves a higher level of degree than has been previously authorized for that field at that institution. For example, for an institution which does not offer a bachelor of science in any field of engineering, a bachelor of science degree in civil engineering would be a new degree. If in the same institution, a bachelor of science in chemistry has already been authorized, the master of science in chemistry would be a new degree program, even though the institution already offers master's degree programs in other fields.

c) The terms "field" and "area" cannot be defined with complete precision. Generally accepted usage should be a sufficient guide in most cases. A rule of reason must be used to determine whether a proposed new degree program falls within a field or area of study already authorized for a particular institution. Thus if an institution were already authorized to offer a master of arts degree in American history, a proposed master of arts degree program in Chinese history should be treated as a new degree program inasmuch as substantially different faculty, library and other resources would presumably be required. Similarly, authorization to offer a master of arts degree in romance languages, with French and Spanish the only languages adequately represented at the time of authorization, could not be interpreted to cover the introduction of majors in Italian or Portuguese without submission and action by the Board.

B. INSTITUTIONAL PROCEDURES

Proposals submitted to the Board of Higher Education for its action need not be submitted in any particular format. All proposals, after appropriate consideration at the institutional level, and approval by the institution's board of trustees, must be transmitted formally by letter over the signature of the president of the institution requesting Board action.

I. Proposals for all new degree programs shall contain, where applicable, at least the following information:

   a) a detailed description of the proposed program, showing how the proposed program is related to the statutory purposes of the institution, what degree will be awarded upon completion of the program, how and why the program proposal was developed, what its nature and objectives are, how it differs from existing programs at the institution and what benefits may accrue to the institution and the State if the program is established;

   b) a description of the organizational arrangements to be employed in administering the program; if a new organizational arrangement is proposed, a full description of it should be included;

   c) a description of the core of the curriculum and, for the master's degree, an indication of the minimum number of hours required. A tentative catalog description of the proposed program should be attached;

   d) a statement describing the need for the program, including an indication of present and probable future student interest and demand for the program and evidence of opportunities available to possible graduates of the program if established;

   e) a statement concerning the availability of the proposed program on other campuses in the state or region and the feasibility of interinstitutional cooperation therein, thus permitting the program to be conducted jointly with an existing program or programs so as to enrich its quality and at the same time reduce its cost;

   f) a description of the resources now available and needed for the proposed program, including faculty (proposals for graduate and professional degree programs should include data on the rank, highest earned degree, bibliography, experience, specializations, research interest and projects, and other information concerning faculty which might have a bearing on the proposed program), library facilities as they relate to the program, necessary supporting courses, programs or services on campus, space requirements, and other facilities, equipment or supplies necessary for the program;

g) a statement concerning the cost of the proposed program, showing cost estimates for new expenditures required in the early years of the program; projections of costs for faculty, service personnel, space, capital equipment, library resources, research facilities, scholarship and fellowship aid, student assistance, and materials and supplies should be included therein.

h) an indication of possible sources of funds other than State funds to meet the costs of the proposed program and of steps taken, if any, to obtain such funds;

i) for graduate programs, the types of financial aid available and required for students;

j) a statement as to the accreditation needed, if any, for the proposed program and plans for achieving accreditation;

k) a schedule or timetable as to when the proposed addition will become operative if approved by the Board.

II. Proposals for new graduate or professional degree programs shall include in addition indication that proposals have been referred to and considered by at least two outside consultants in the particular program area involved, whose consideration shall have included a visit to the campus to review the proposed program and a written report to the appropriate officials of the institution, a copy of the consultants' reports to be appended to the proposal. The names, titles and addresses of other persons outstanding in the field of the proposal on whom the Board might call for additional advice if it deems it to be necessary should also be supplied.

III. Proposals for new doctor's degree programs should be drafted in recognition of the standards and procedures outlined in the 1966 statement of the Council of Graduate Schools in the United States, entitled "New Doctor of Philosophy Degree Programs."

C. BOARD PROCEDURES

The decision of the Board concerning authorization of a degree proposal will be based upon

a) appropriateness of the program for the institutions as defined by the General Statutes;

b) the quality of the program based on an analysis of the resources of institution, such as faculty, curriculum, library, and physical facilities;

c) the demonstrated need for the proposed program. It should be pointed out that authorizing a given institution to conduct a program does not necessarily mean that other institutions in the State will be given or denied an opportunity to offer identical or similar programs. It should be noted, however, that the Board may suggest inter-institutional collaboration and cooperation for certain programs;

d) in a subject-matter area in which the Board has previously authorized an institution to offer a program at the doctor's or second professional degree level, and the institution subsequently requests approval to undertake a program in the same area at a lower level (master's or first professional degree), the details required in (b) above shall not be required. Such proposals shall come before the Board for action, but the proposal may take the form of a letter setting forth the general outline of the program proposed and describing the need and rationalization therefor;

e) all proposals received by the Board will be referred for study and recommendations to the Educational Programs Committee of the Board. Additional advice and comment concerning proposals and institutional capacity to offer them may be sought by the Committee;

f) each proposal will be acted on by the Board within three months from the date of receipt. The Board may act upon proposals at any regular or called meeting at which a quorum of the members is present. Proposals for programs to be initiated in September (Fall Semester, Fall Quarter) should, however, be submitted to the Board by March 1 of the same year; on programs to be initiated in January or February (Winter Quarter, Spring Semester), by preceding July 1;

g) no proposed activity requiring Board of Higher Education approval may be advertised in the catalog of an institution, or otherwise, prior to approval by the Board of Higher Education.

APPENDIX E

STUDIES UNDERTAKEN BY THE BOARD OF HIGHER EDUCATION SINCE JANUARY 1966 AS BACKGROUND FOR THE LONG-RANGE PLANNING REPORT IN NORTH CAROLINA

- Higher Education in North Carolina
- Goals of Higher Education in North Carolina
- Interim Report and Recommendations
- Planning and Coordination of Higher Education in North Carolina
- Present System of Higher Education in North Carolina
- Role and Scope of Each Senior Institution Including Optimum Size
- Boards of Trustees of Senior Institutions With Specific Reference to Function, Duties, Responsibilities, Method of Selection, and Size of Board
- Interinstitutional Cooperation Among North Carolina Public and Private Colleges
- Significance of Federal Programs to Higher Education in North Carolina
- Impact of Federal Legislation on Statewide Planning and Coordination of Higher Education in North Carolina
- North Carolina and the Higher Education Act of 1965
- Institutional Administration and Organization
- General Statutes Creating the North Carolina Board of Higher Education as Amended Through 1965
- Legislation Relating to the North Carolina Board of Higher Education and Its Functions, 1955-1967
- Powers and Duties of the North Carolina Board of Higher Education
- Legislation by the 1967 North Carolina General Assembly Affecting Higher Education
- History of the North Carolina Board of Higher Education and Recommendations For Its Future Role in North Carolina Higher Education
- Structure of Higher Education in Selected States
- Trends in Statewide Structure of Higher Education
- Academic Calendars and Scheduling Procedure
- Desegregation of North Carolina Colleges and Universities, 1966-67, and annually
- State-Supported Traditionally Negro Colleges in North Carolina
- Regional Universities
- Role of Private Colleges and Universities in North Carolina
- Academic Programs in North Carolina Colleges and Universities, Fall 1967
- Procedures to be Used by Board of Higher Education in Evaluation and Approval of New Degree Proposals
- Academic Opportunities, Needs, Gaps, and Duplication (Undergraduate, Graduate, and Professional)
- Studies of Education for Selected Professions (e.g., law, medicine, and Nursing)
- Earned Degrees, 1960-1967, North Carolina and National, With Projections for North Carolina 1968-75
- Libraries in North Carolina Colleges and Universities
- Research in Tax-Supported Senior Colleges and Universities

Accreditation of North Carolina Public Senior Institutions
Instructional Costs of Public Senior Institutions for Fall 1966
Study of Budget Preparation and Administration
Current Operating Expenditures by Appropriate Systems of Classification (e.g., by Function and by Object)
Student Costs in North Carolina Colleges and Universities, 1967-68, With 1965-66 and 1966-67 Comparisons
Tax-Supported Institutional "A", "B", and "C" Budget Requests 1967-69
Expenditures and Receipts by Institution (Tax-Supported Senior) 1958-1969
1967 General Assembly Appropriations for Higher Education
Total Receipts of Tax-Supported Senior Institutions, 1965-67, With Implications For Total Cost of Higher Education in North Carolina
Determination of In-State and Out-of-State Student Residency
Quotas For Out-of-State Students in Tax-Supported Colleges and Universities
Application Fees Required by Tax-Supported Institutions in North Carolina
Space Available in North Carolina Colleges, July 1966 and annually
Multiple Applications and Admissions in North Carolina Colleges, Fall Term 1967 (Admissions Overlap Project)
Feasibility of Central Clearinghouse For Applications For College Admission
Financial Aid Available in North Carolina Colleges
A Study of Student Financial Aid in North Carolina
Guaranteed Student Loan Program in North Carolina
Origin and Destination of Transfer Students in North Carolina Junior Colleges, Fall 1966
Transfer Students of North Carolina Colleges and Universities, Fall 1967
Extension Credit and Non-Credit Enrollment in North Carolina Public Senior Institutions, 1966-67
Extension and Continuing Education in North Carolina Institutions of Higher Education
National Survey of Public Senior Institutions of Higher Education Concerning Classification, Tuition Charges, and Quotas of Out-of-State Students
Enrollment Projections of North Carolina Colleges and Universities, 1967-75
North Carolina College Student Migration, 1966-67 and annually
Academic Performance of Graduates of Public Colleges and Universities of North Carolina (by programs)
Factors Affecting Institutional Attrition
Admissions Requirements and Standards of North Carolina Colleges
Student Mix (Graduate, Undergraduate, In-State by County, Out-of-State by State), 1966-67 and annually
Policies and Practices for Interinstitutional Transfer of Students in North Carolina Colleges
Comprehensive Faculty Study Covering the Following Areas:
  a) Preparation of Faculty, Recruitment, Appointment, Reappointment, Promotion, and Rank
  b) Academic Freedom, Responsibility, and Tenure
  c) Leaves of Absence

  d) Workload
  e) Compensation
  f) Retirement

Degree Origin of Teachers in North Carolina Public Senior Colleges and Consolidated University, 1965-66
Faculty Salaries in Public Colleges and Universities, 1967-68 With Comparative Salaries 1966-67
Administrative Salaries
Classroom and Laboratory Utilization by Public Colleges and Universities, Fall 1965
Facility and Space Utilization and an Inventory of Academic Space, Fall 1966
Space Utilization Study 1967-68
Development of a Computerized Data System for Higher Education Statistical Information (North Carolina Colleges and Universities)
Use of Educational Television in North Carolina Colleges and Universities

APPENDIX F

PERCENT CHANGE IN STUDENT ENROLLMENT IN NORTH CAROLINA BY INSTITUTION, 1964-1966 AND 1966-1968

		Fall 1966		Fall 1968	
Institution	Fall 1964	Number	Percent Change Over 1964	Number	Percent Change Over 1966
PUBLIC INSTITUTIONS					
University of N.C.					
N.C. State University	8,878	10,203	14.9%	11,964	17.3%
UNC-Chapel Hill	12,155	14,156	16.5	16,233	14.7
UNC-Charlotte	1,512*	1,715	13.4	2,351	37.1
UNC-Greensboro	4,249	4,930	16.0	5,889	19.5
Consol. University Total	26,794	31,004	15.7	36,437	17.5
Reg. Univ. & Sr. Col.					
Appalachian	3,428	4,417	28.9	5,580	26.3
Asheville-Biltmore	470	565	20.2	748	32.4
East Carolina	6,599	8,823	33.7	9,258	4.9
Elizabeth City	998	992	-0.6	1,009	1.7
Fayetteville	1,145	1,142	-0.3	1,243	8.8
N.C. A and T	3,227	3,595	11.4	3,844	6.9
N.C. College	2,651	3,226	21.7	3,042	-5.7
N.C. School of Arts	-	115	-	218	89.6
Pembroke	1,058	1,410	33.3	1,564	10.9
Western Carolina	2,431	3,652	50.2	4,310	18.0
Wilmington	968	1,201	24.1	1,240	3.2
Winston-Salem	1,115	1,295	16.1	1,301	0.5
Reg. Univ. & Sr. Col. Total	24,090	30,433	26.3	33,357	9.6
PUBLIC SENIOR TOTAL	50,884	61,437	20.7	69,794	13.6
Military Centers					
Fort Bragg (NCSU)	-	683	-	1,070	56.6
Camp LeJeune (ECU)	198	427	115.6	408	-4.4
Cherry Point (ECU)	-	303	-	387	27.7
Seymour Johnson (ECU)	242	171	-29.3	247	44.4
Military Centers Total	440	1,584	260.0	2,112	33.3
Community Colleges					
Central Piedmont	239	690	188.7	1,579	128.8
College of Albemarle	282	380	34.8	498	31.0
Davidson	-	204	-	470	130.4
Gaston	696	948	36.2	1,071	13.0
Isothermal	-	117	-	312	166.7
Lenoir County	-	298	-	576	93.3
Rockingham	-	214	-	503	135.0
Sandhills	-	420	-	552	31.4
Southeastern	-	293	-	442	50.8
Surry	-	139	-	301	116.5
Wayne	-	-	-	182	-

PERCENT CHANGE IN STUDENT ENROLLMENT IN NORTH CAROLINA BY INSTITUTION, 1964-1966 AND 1966-1968

		Fall 1966		Fall 1968	
Institution	Fall 1964	Number	Percent Change Over 1964	Number	Percent Change Over 1966
Community Colleges (cont.)					
Western Piedmont	-	248	-	473	90.7
Wilkes	-	93	-	211	126.9
Community Colleges Total	1,217	4,044	232.3	7,170	77.3
PUBLIC TOTAL	52,541	67,065	27.6%	79,076	17.9%
PRIVATE INSTITUTIONS					
Sr. Colleges & Universities					
Atlantic Christian	1,289	1,525	18.3	1,567	2.8
Barber-Scotia	315	369	17.1	609	65.0
Belmont Abbey	667	775	16.2	819	5.7
Bennett	591	645	9.1	684	6.0
Campbell	2,002	2,267	13.2	2,402	6.0
Catawba	868	998	45.5	1,051	5.3
Davidson	1,006	1,008	0.2	1,035	2.7
Duke	6,695	7,396	10.5	7,320	-1.0
Elon	1,320	1,409	6.7	1,817	29.0
Greensboro	533	612	14.8	690	12.7
Guilford	1,661	1,765	6.3	1,601	-9.3
High Point	1,558	1,382	-11.3	1,333	-3.6
J.C. Smith	1,048	1,101	5.0	1,339	21.6
Lenoir Rhyne	1,212	1,335	10.1	1,309	-2.0
Livingstone	704	823	16.9	859	4.4
Mars Hill	1,324	1,331	0.5	1,268	-4.7
Meredith	870	844	-3.0	863	2.2
Methodist	614	944	53.7	982	4.0
N.C. Wesleyan	565	656	16.1	643	-2.0
Pfeiffer	843	906	7.5	958	5.7
Queens	925	834	-9.8	809	-3.0
Sacred Heart	196**	415	111.7	467	12.5
St. Andrews	909	955	5.1	900	-5.8
St. Augustine's	733	956	30.4	1,039	8.7
Salem	500	581	16.2	552	-5.0
Shaw	721	961	33.3	1,085	12.9
Wake Forest	2,920	3,022	3.5	3,177	5.1
Warren Wilson	257**	277	7.8	376	35.7
Sr. Col. & Univ. Total	32,846	36,092	9.9	37,554	4.0
Junior Colleges					
Brevard	431	615	42.7	639	3.9
Chowan	1,155	1,234	6.8	1,338	8.4
Gardner-Webb	909	1,216	33.8	1,303	7.2
Kittrell	180	182	1.1	316	73.6

PERCENT CHANGE IN STUDENT ENROLLMENT IN NORTH CAROLINA BY INSTITUTION, 1964-1966 AND 1966-1968

Institution	Fall 1964	Fall 1966		Fall 1968	
		Number	Percent Change Over 1964	Number	Percent Change Over 1966
Junior Colleges (cont.)					
Lees-McRae	510	613	20.2	687	12.1
Louisburg	663	691	4.2	823	19.1
Mitchell	557	629	12.9	539	-14.3
Montreat-Anderson	339	466	37.5	466	-
Mt. Olive	260	363	39.6	346	-4.7
Peace	373	400	7.2	429	7.2
St. Mary's	279	348	24.7	346	-0.6
Southwood	167	339	103.0	272	-19.8
Vardell Hall	-	81	-	51	-37.0
Wingate	1,320	1,561	18.2	1,588	1.7
Jr. College Total	7,143	8,738	22.3	9,143	4.6
Theological Seminary					
Southern Baptist Theological Seminary	555	484	-12.8	582	20.2
Bible Colleges					
John Wesley Bible College	41	49	19.5	61	24.5
Piedmont Bible College	188	260	38.3	329	26.5
Southern Pilgrim College	67	116	73.1	94	-19.0
Seminary and Bible College Total	851	909	6.8	1,066	17.3
PRIVATE TOTAL	40,840	45,739	12.0	47,763	4.4
GRAND TOTAL	93,381	112,804	20.8	126,839	12.4

* Not in the consolidated university system that year.

** Junior college in that year.

APPENDIX G

NORTH CAROLINA COLLEGES AND UNIVERSITIES, THEIR CHIEF ADMINISTRATIVE OFFICERS AND THEIR ENROLLMENTS, FALL 1968

Name Location	Founded Type	Chief Administrator Title	Fall 1968 Enrollment*				
			Total	Men	Women	Full-Time	Part-Time
PUBLIC INSTITUTIONS							
UNIVERSITY OF NORTH CAROLINA General Administration, Chapel Hill		William C. Friday President					
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH	1887 Coed	John T. Caldwell Chancellor	11,964	10,271	1,693	9,458	2,506
UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL	1789 Coed	J. Carlyle Sitterson Chancellor	16,233	11,344	4,889	14,043	2,190
UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE	1946 Coed	D. W. Colvard Chancellor	2,351	1,430	921	1,830	521
UNIVERSITY OF NORTH CAROLINA AT GREENSBORO	1891 Coed	James S. Ferguson Chancellor	5,889	910	4,979	4,679	1,210
Consolidated University Total			36,437	23,955	12,482	30,010	6,427
SENIOR COLLEGES AND REGIONAL UNIVERSITIES							
APPALACHIAN STATE UNIVERSITY Boone	1899 Coed	William H. Plemmons President	5,580	2,582	2,998	4,994	586
ASHEVILLE-BILTMORE COLLEGE Asheville	1927 Coed	William E. Highsmith President	748	411	337	516	232
EAST CAROLINA UNIVERSITY Greenville	1907 Coed	Leo W. Jenkins President	9,258	4,558	4,700	8,546	712
ELIZABETH CITY STATE COLLEGE Elizabeth City	1891 Coed	Marion D. Thorpe President	1,009	418	591	864	145
FAYETTEVILLE STATE COLLEGE Fayetteville	1877 Coed	Rudolph Jones President	1,243	488	755	1,192	51
NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY Greensboro	1891 Coed	L.C. Dowdy President	3,844	2,309	1,535	3,390	454
NORTH CAROLINA COLLEGE AT DURHAM Durham	1910 Coed	Albert N. Whiting President	3,042	1,218	1,824	2,818	224
NORTH CAROLINA SCHOOL OF THE ARTS Winston-Salem	1964 Coed	Robert E. Ward President	218	136	82	218	-
PEMBROKE STATE COLLEGE Pembroke	1887 Coed	English Jones President	1,564	977	587	1,536	28
WESTERN CAROLINA UNIVERSITY Cullowhee	1889 Coed	Alexander S. Pow President	4,310	2,561	1,749	3,861	449
WILMINGTON COLLEGE Wilmington	1946 Coed	William H. Wagoner President	1,240	765	475	1,125	115
WINSTON-SALEM STATE COLLEGE Winston-Salem	1892 Coed	Kenneth R. Williams President	1,301	450	851	1,161	140
Regional Universities and Senior Colleges Total			33,357	16,873	16,484	30,221	3,136
MILITARY CENTERS							
FORT BRAGG (North Carolina State University) Fort Bragg	1965 Coed	Millard Burt Director	1,070	881	189	225	845
CAMP LEJEUNE (East Carolina University) Camp Lejeune	1961 Coed	Edmond W. Limer, Jr. Director	408	365	43	14	394
CHERRY POINT (East Carolina University) Cherry Point	1965 Coed	James A. McGee Director	387	352	35	11	376
SEYMOUR JOHNSON WAYNE COUNTY (East Carolina University) Goldsboro	1963 Coed	C. F. McKiever Director	247	215	32	24	223
Military Centers Total			2,112	1,813	299	274	1,838

NORTH CAROLINA COLLEGES AND UNIVERSITIES, THEIR CHIEF ADMINISTRATIVE OFFICERS AND THEIR ENROLLMENTS, FALL 1968

Name Location	Founded Type	Chief Administrator Title	Fall 1968 Enrollment*				
			Total	Men	Women	Full-Time	Part-Time
COMMUNITY COLLEGES							
CENTRAL PIEDMONT COMMUNITY COLLEGE Charlotte	1949 Coed	Richard H. Hagemeyer President	1,579	1,041	538	565	1,014
COLLEGE OF THE ALBEMARLE Elizabeth City	1961 Coed	Samuel B. Petteway President	498	336	162	289	209
DAVIDSON COUNTY COMMUNITY COLLEGE Lexington	1966 Coed	Grady E. Love President	470	341	129	311	159
GASTON COLLEGE Gastonia	1964 Coed	Woodrow B. Sugg President	1,071	583	488	560	511
ISOTHERMAL COMMUNITY COLLEGE Spindale	1966 Coed	Fred J. Eason President	312	189	123	183	129
LENOIR COUNTY COMMUNITY COLLEGE Kinston	1966 Coed	Ben E. Fountain President	576	357	219	429	147
ROCKINGHAM COMMUNITY COLLEGE Wentworth	1966 Coed	Gerald B. James President	503	360	143	280	223
SANDHILLS COMMUNITY COLLEGE Southern Pines	1965 Coed	Raymond A. Stone President	552	396	156	441	111
SOUTHEASTERN COMMUNITY COLLEGE Whiteville	1966 Coed	E. Phillip Comer President	442	248	194	345	97
SURRY COMMUNITY COLLEGE Dobson	1966 Coed	I. John Krepick President	301	162	139	170	131
WAYNE COMMUNITY COLLEGE Goldsboro	1967 Coed	Clyde A. Erwin, Jr. President	182	117	65	129	53
WESTERN PIEDMONT COMMUNITY COLLEGE Morganton	1966 Coed	Gordon C. Blank President	473	330	143	326	147
WILKES COMMUNITY COLLEGE Wilkesboro	1967 Coed	Howard E. Thompson President	211	152	59	189	22
Community Colleges Total			7,170	4,612	2,558	4,217	2,953
Public Institutions Total			79,076	47,253	31,823	64,722	14,354
PRIVATE INSTITUTIONS							
SENIOR COLLEGES AND UNIVERSITIES							
ATLANTIC CHRISTIAN COLLEGE Wilson	1902 Coed	Arthur D. Wenger President	1,567	826	741	1,402	165
BARBER-SCOTIA COLLEGE Concord	1867 Coed	Jerome L. Gresham President	609	178	431	581	28
BELMONT ABBEY COLLEGE Belmont	1876 Coed	Jude Cleary President	819	799	20	788	31
BENNETT COLLEGE Greensboro	1873 Women	Isaac H. Miller, Jr. President	684	-	684	683	1
CAMPBELL COLLEGE Buie's Creek	1887 Coed	Norman A. Wiggins President	2,402	1,525	877	2,329	73
CATAWBA COLLEGE Salisbury	1851 Coed	Martin L. Shotzberger President	1,051	574	477	1,034	17
DAVIDSON COLLEGE Davidson	1837 Men	Grady E. Love President	1,035	1,030	5	1,019	16
DUKE UNIVERSITY Durham	1838 Coed	Douglas M. Knight President	7,320	4,941	2,379	7,034	286
ELON COLLEGE Elon College	1889 Coed	J. Earl Danieley President	1,817	1,191	626	1,657	160

NORTH CAROLINA COLLEGES AND UNIVERSITIES, THEIR CHIEF ADMINISTRATIVE OFFICERS AND THEIR ENROLLMENTS, FALL 1968

Name Location	Founded Type	Chief Administrator Title	Fall 1968 Enrollment*				
			Total	Men	Women	Full-Time	Part-Time
GREENSBORO COLLEGE Greensboro	1838 Coed	J. Ralph Jolly President	690	161	529	672	18
GUILFORD COLLEGE Guilford	1837 Coed	G. T. Hobbs President	1,601	974	627	1,204	397
HIGH POINT COLLEGE High Point	1924 Coed	Wendell M. Patton President	1,333	702	631	1,133	200
JOHNSON C. SMITH UNIVERSITY Charlotte	1867 Coed	R. P. Perry President	1,339	635	704	1,328	11
LENOIR RHYNE COLLEGE Hickory	1891 Coed	Raymond Bost President	1,309	652	657	1,298	11
LIVINGSTONE COLLEGE Salisbury	1879 Coed	Victor J. Tulane Acting President	859	368	491	857	2
MARS HILL COLLEGE Mars Hill	1856 Coed	Fred B. Bentley President	1,268	677	591	1,232	36
MEREDITH COLLEGE Raleigh	1891 Women	E. Bruce Heilman President	863	-	863	843	20
METHODIST COLLEGE Fayetteville	1956 Coed	Stacy Weaver President	982	525	457	963	19
NORTH CAROLINA WESLEYAN COLLEGE Rocky Mount	1956 Coed	Thomas A. Collins President	643	323	320	617	26
PFEIFFER COLLEGE Misenheimer	1885 Coed	John O. Gross Acting President	958	490	468	921	37
QUEENS COLLEGE Charlotte	1857 Women	John E. Smylie President	809	28	781	765	44
SACRED HEART COLLEGE Belmont	1935 Women	Sister Mary Stephen, R.S.M., President	467	1	466	430	37
ST. ANDREWS PRESBYTERIAN COLLEGE Laurinburg	1961 Coed	Ansley C. Moore President	900	438	462	884	16
SAINT AUGUSTINE'S COLLEGE Raleigh	1867 Coed	Prezell R. Robinson President	1,039	440	599	1,000	39
SALEM COLLEGE Winston-Salem	1772 Women	Dale H. Gramley President	552	1	551	529	23
SHAW UNIVERSITY Raleigh	1865 Coed	James E. Cheek President	1,085	570	515	1,073	12
WAKE FOREST UNIVERSITY Winston-Salem	1834 Coed	James R. Scales President	3,177	2,324	853	3,034	143
WARREN WILSON COLLEGE Swannanoa	1894 Coed	Arthur M. Bannerman President	376	174	202	373	3
Senior Colleges and Universities Total			37,554	20,547	17,007	35,683	1,871
JUNIOR COLLEGES							
BREVARD COLLEGE Brevard	1934 Coed	E.W. Hardin, Jr., Chairman, Presidential Council	639	331	308	639	-
CHOWAN COLLEGE Murfreesboro	1848 Coed	Bruce E. Whitaker President	1,338	907	431	1,313	25
GARDNER-WEBB JUNIOR COLLEGE Boiling Springs	1905 Coed	E. Eugene Poston President	1,303	871	432	1,247	56
KITTRELL COLLEGE Kittrell	1886 Coed	L. G. Horton President	316	167	149	316	-
LEES-McRAE COLLEGE Banner Elk	1927 Coed	Hawthorne C. Evans, Jr. President	687	482	205	678	9

NORTH CAROLINA COLLEGES AND UNIVERSITIES, THEIR CHIEF ADMINISTRATIVE OFFICERS AND THEIR ENROLLMENTS, FALL 1968

Name Location	Founded Type	Chief Administrator Title	Fall 1968 Enrollment*				
			Total	Men	Women	Full-Time	Part-Time
LOUISBURG COLLEGE Louisburg	1787 Coed	Cecil Robbins President	823	477	346	812	11
MITCHELL COLLEGE Statesville	1853 Coed	John Montgomery President	539	289	250	503	36
MONTREAT-ANDERSON COLLEGE Montreat	1916 Coed	C. Grier Davis President	466	242	224	458	8
MOUNT OLIVE JUNIOR COLLEGE Mount Olive	1951 Coed	W. Burkette Raper President	346	194	152	319	27
PEACE COLLEGE Raleigh	1857 Women	S. David Frazier President	429	-	429	420	9
ST. MARY'S JUNIOR COLLEGE Raleigh	1842 Women	Richard G. Stone President	346	-	346	346	-
SOUTHWOOD COLLEGE Salemburg	1875 Coed	Willard J. Blanchard President	272	220	52	268	4
VARDELL HALL Red Springs	1966 Women	Charlotte E. Hunter President	51	-	51	51	-
WINGATE COLLEGE Wingate	1896 Coed	Budd E. Smith President	1,588	1,048	540	1,573	15
Junior Colleges Total			9,143	5,228	3,914	8,943	200
THEOLOGICAL SEMINARY							
SOUTHEASTERN BAPTIST THEOLOGICAL SEMINARY Wake Forest	1951 Coed	Olin T. Binkley President	582	560	22	461	121
BIBLE COLLEGES							
JOHN WELSEY BIBLE COLLEGE Greensboro	1932 Coed	Rayford H. Methvin President	61	45	16	58	3
PIEDMONT BIBLE COLLEGE Winston-Salem	1945 Coed	Charles H. Stevens President	329	229	100	312	17
SOUTHERN PILGRIM COLLEGE Kernersville	1946 Coed	Clyde A. Parker President	94	67	27	81	13
Seminary and Bible Colleges Total			1,066	901	165	912	154
Private Institutions Total			47,763	26,676	21,087	45,538	2,225
GRAND TOTAL (PUBLIC AND PRIVATE)			126,839	73,929	52,910	110,260	16,579

* These figures represent total head-count enrollments. In case of community college enrollment, only college parallel students are included.

APPENDIX H

SUMMARY OF GOALS AND RECOMMENDATIONS, CHAPTER XVI, PLANNING FOR HIGHER EDUCATION IN NORTH CAROLINA*

Eleven major goals of higher education, which are discussed in detail in Chapter II,** are listed below, followed by specific recommendations that appear in the remaining chapters of this report.** The 118 recommendations are listed in the sequence in which they appear in the text,** and not in any order of priority. To aid the reader wishing to refer to the full discussion concerning each recommendation, the page in the report on which the recommendation appears is indicated.

GOALS OF HIGHER EDUCATION

1. To help the individual achieve self-fulfillment (p. 11).

2. To produce the qualities and skills which society needs (pp. 11-12).

3. To provide opportunity for education beyond the high school for all (pp. 11-12).

4. To cultivate diversity within the system of higher education (p. 12).

5. To develop an efficient state system of higher education (p. 13).

6. To encourage and support research (p. 14).

7. To protect essential freedoms in institutions of higher education (p. 14).

8. To provide opportunities for the continuing education of adults (p. 15).

9. To use the resources of higher education in the search for solutions to urgent community problems (p. 15).

10. To nurture the continuing development of strong dual systems of public and private higher education (p. 16).

11. To raise the standards of excellence throughout higher education (pp. 16-18).

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*Raleigh: North Carolina Board of Higher Education, November 26, 1968.

**References are to the report from which this chapter is reprinted.

RECOMMENDATIONS

Enrollments

1. State policy concerning future enrollments of specific public senior institutions should be based on statewide projections (p. 44).

2. State policy should be established to distribute the public enrollment pool among specific institutions in such a way as to assure that optimum use is made of existing resources (p. 44).

3. All public senior institutions in North Carolina should maintain higher admissions standards for out-of-state students than for in-state students, and each institution should further increase tuition differentials between in-state and out-of-state students (pp. 47, 332).

4. Each public senior institution of higher education should adopt admissions policies which will limit out-of-state undergraduate student enrollment to not more than 20 percent of total undergraduate enrollment (p. 49).

5. Graduate and professional students should be excluded from any quotas established for out-of-state students (p. 49).

6. The technical institutes, the public and private colleges and universities, the State Department of Community Colleges, the State Department of Public Instruction, the State Board of Education, and the Board of Higher Education should join forces in a major statewide effort to reduce attrition and salvage dropouts at all levels; to this end, a statewide longitudinal attrition study should be initiated, which would provide valuable data on when and under what circumstances career decisions are made. Such a study would follow students for a span of six to eight years, from the twelfth grade through and shortly beyond their college years (p. 50).

Admissions

7. The Board of Higher Education, the State Department of Community Colleges, the North Carolina Association of Collegiate Registrars and Admissions Officers, the North Carolina Association of Junior Colleges, and the North Carolina Association of Colleges and Universities should join forces to explore the feasibility of establishing an Educational Opportunities Information Center. The basic purpose of this Center would be to assist in putting high school students who desire to continue their education in touch with institutions that are seeking students. Such a Center would be an information service only (p. 57).

8. Policies concerning the admission of transfer students in senior colleges, as recommended by the Joint Committee on College Transfer Students of the North Carolina Association of Colleges and Universities, the State

Board of Education, the North Carolina Association of Junior Colleges, and the State Board of Higher Education, should be as follows (pp. 59-60):

a) Performance in a junior college transfer program is the best single predictor of success in a four-year institution and therefore should count most heavily in the admissions decision.

1) Junior college students who are ineligible to enter a four-year institution at the freshman level because of poor high school records should not be denied admission as transfer students on these grounds. It is recommended that the original college consider use of standardized tests, given at end of the third or beginning of the fourth semester or sixth quarter, to guide those students seeking entrance to another institution.

2) Aptitude and achievement test scores may be useful to counselors as supplementary information in assisting junior college students to make wise decisions about transfer. However, applicants who qualify for transfer on the basis of their grades in junior college should not be denied admission solely on the basis of test scores.

3) Except in unusual circumstances, students entering two-year institutions should complete their program at the original institution.

b) Senior colleges should consider all grades earned by the prospective transfer. Acceptance or rejection of courses passed with a grade of "D" should be at the discretion of the receiving institution. Transfers from junior or senior colleges should be able to transfer at least one-half the hours required for graduation.

c) Students with satisfactory records seeking to transfer from institutions not accredited should be accepted provisionally by the senior institution pending satisfactory completion of at least one full semester's work.

d) Colleges and universities with varied policies in regard to admissions clearances and required deposits should adopt a uniform policy. Admission notices should be mailed as students' records are cleared and no deposits should be required prior to April 1.

9. The recommendations of the Joint Committee on College Transfer Students concerning general education programs in the academic disciplines (biological sciences, English, foreign languages, humanities, mathematics,

physical sciences, and social sciences) should be adopted as policy with reference to improving articulation between two-year and senior institutions (p. 60 and Appendix J).

Institutional Policy and Administration

10. Each college and university should give continuing attention to both formal and informal orientation of all trustees, not limited to those who have been recently appointed or elected; and each institution should put in writing the duties and responsibilities of its trustees, as set forth in the statutes or the charter and as supplemented by actions of the trustees themselves, and make copies available to each current and prospective trustee (p. 66).

11. Because of inadequacies in administrative staffing that continue to exist and because of inequities among comparable institutions,

a) wide variation in administrative organization should be eliminated in institutions comparable in size, academic programs, and statutory functions;

b) certain new administrative positions should be funded by the General Assembly in the smaller institutions in order to minimize the necessity of using faculty members in the performance of administrative functions on a part-time basis;

c) funds should be provided by the General Assembly to permit adequate staffing in such developing administrative areas as student financial aid and student counseling; and

d) variations within and among institutions in salary ranges for positions with similar responsibilities should be eliminated (pp. 74-75).

12. In reference to the desirable and proper role of faculty in policy-making,

a) all institutions should adopt the "Statement on Government of Colleges and Universities," jointly formulated and issued by the American Association of University Professors, the American Council on Education, and the Association of Governing Boards of Universities and Colleges;

b) the provisions of this Statement should be applied in the institutions, and action should be taken, where this has not already been done, to develop structures which will define areas of responsibility as well as areas of influence, and such structures should be made known to all concerned; and

c) the public colleges and universities should appoint faculty advisory committees to communicate the interests and concerns of faculty members to the administrations and to the boards of trustees (p. 79 and Appendix I).

13. Each college and university in North Carolina should reexamine its present policies and procedures and establish new ones where needed to insure that the concerns of students are properly reflected in decisions which affect them; and that the policies and procedures be recorded in the minutes of the board of trustees and published for the benefit of all concerned (p. 84).

Academic Degree Programs

14. All public institutions and state agencies concerned, in the interest of economy and of maintenance of high quality, should cooperate to prevent unnecessary duplication of academic programs and to insure that new programs are undertaken only when there is clear need and only in conformity with the letter and spirit of the applicable statutes (p. 105).

15. All general-purpose senior colleges and universities should offer, to the extent their resources will permit, a broad spectrum of baccalaureate programs in mathematics, the physical and biological sciences, the social sciences, and the humanities and fine arts. In addition, individual institutions should provide bachelor's degree programs in selected special areas depending on the career interests of the students and the needs of the community and state. The role of the Board of Higher Education with reference to new bachelor's degree programs in public institutions is to assure that the programs are consistent with the institution's functions as defined by the General Assembly and that the proposed programs are developed in the light of total institutional resources and of offerings available elsewhere (p. 106).

16. At the master's degree level it should be state policy for different institutions to emphasize different disciplines or different specialties within disciplines in order to provide the necessary range of programs with minimum duplication, maximum economy, and the highest possible quality. In considering master's degree program proposals, both the institutions and the Board of Higher Education should take into account the following factors, in addition to those applicable to bachelor's degree proposals:

a) the relationship of the proposed degree program to the institution's baccalaureate program--in general, master's degree programs should be extensions of baccalaureate programs, utilizing in part common curricula and faculty, and the same library and laboratory facilities;

b) the availability of a similar program at another institution in the state, or outside the state through the student contract program of the Southern Regional Education Board; and

c) the possibility of offering the programs in cooperation with one or more other graduate institutions. A recent survey of interinstitutional cooperation in North Carolina's colleges and universities shows that undergraduate education has been the chief focus of cooperative activities. Little graduate interinstitutional cooperation is discernible. Its full potential should be explored whenever a master's degree program is proposed (p. 107).

17. The statutory responsibility for program development at the doctoral level is that of the University of North Carolina. The Board of Higher Education is responsible for evaluating the University's recommendations for doctoral programs and for indicating additional needs that may have been overlooked. Where a need is established, the Board should help obtain the necessary resources. Consideration should, of course, be given to the availability of similar programs in the private universities in the state and elsewhere, and to the possibility of interinstitutional cooperation. The University should also assure that there is no unwarranted duplication among its own campuses (pp. 107-108).

18. Plans for expansion of the medical school of the University of North Carolina should be fully implemented as soon as possible, and because of the urgent need for additional physicians, the General Assembly should consider making appropriations sufficient to accelerate the University's timetable for this expansion (p. 109).

19. Because of the high costs involved in building new medical and dental schools and because existing schools can be greatly expanded, the preparation of physicians and dentists should be concentrated, at least through 1975, at the University of North Carolina at Chapel Hill (p. 109).

20. The General Assembly should provide the support necessary to permit the expansion of allied health science facilities at the University of North Carolina at Chapel Hill, and to expand or initiate paramedical programs at several of the other public senior institutions in order to prepare desperately needed personnel in those areas (p. 110).

21. The law school at the University of North Carolina at Chapel Hill should undertake immediately an aggressive effort to enroll sufficient numbers of Negro students so that there will be produced annually at least as many Negro law graduates as North Carolina College has produced in recent years, preferably more; in order to accomplish this objective the Legislature should fund such remedial instruction as may be required and make available special student financial aid in the form of grants to be awarded on the basis of need (p. 115).

22. On the assumption that the law school of the University of North Carolina will be able to show during the next two years that, through special efforts, it can enroll substantial numbers of Negro students, the 1971 General Assembly should adjust the budget to begin the phasing out of the separate law school at North Carolina College; this phasing out should be completed by June 30, 1974, under plans made by the administrations of the two institutions

with full participation of the law school administrators and faculties; no entering class should be enrolled at North Carolina College law school beyond the one to enter in the fall of 1971; and the operation of a separate law school at North Carolina College should be concluded with the graduation of that class in 1974 (p. 115).

23. Between now and 1974 the state should undertake to see that the law school at North Carolina College has adequate support despite the fact that, if the recruiting efforts of the University of North Carolina are successful, the North Carolina College law school will be discontinued (p. 115).

24. The proportion of out-of-state students in the entering class of the North Carolina College law school should be limited to no more than 25 percent in 1969 and subsequent years (p. 115).

25. Beginning in 1971 the University of North Carolina at Chapel Hill and North Carolina College should consider ways in which best use might be made of the law faculties and facilities of the two institutions, including the possibility of using the facilities located at North Carolina College for a legal aid clinic, for continuing legal education, or for the presentation of courses in the law curriculum which may be of special interest to persons in other academic fields at North Carolina College (pp. 115-116).

26. If the foregoing recommendations concerning legal education are not implemented, the state should make a major effort to support and dramatically strengthen the law school at North Carolina College toward making it actually equivalent, insofar as possible, to the law school at the University of North Carolina at Chapel Hill (p. 116).

Accreditation

27. All North Carolina institutions should seek and maintain accreditation by the regional accrediting association and also by all appropriate and recognized professional accrediting organizations. The General Assembly should make available sufficient resources to enable the public institutions to achieve these objectives (p. 124).

28. Any professional program which the state authorizes and funds should be of sufficient quality to meet the minimum standards required for specialized accreditation. Whenever a program cannot meet those standards, it should either be provided the additional support necessary or consideration should be given to discontinuing it (p. 124).

Extension and Continuing Education

29. The state should finance non-contract, off-campus instruction for college credit on the same basis as on-campus instruction for college credit is financed, beginning with the 1969-71 biennium (p. 129).

Interinstitutional Cooperation

30. Each college should consider carefully the possibility of cooperation with other institutions as a means of improving quality and expanding services economically; institutions located near other institutions, as in Charlotte, Durham, Greensboro, Raleigh, and Winston-Salem, have special advantages due to proximity, but no college in North Carolina is more than an hour's drive from at least one other, and all can benefit from interinstitutional cooperation (p. 144).

31. Public institutions should work closely with private colleges and universities in mutually beneficial ways; the cooperative arrangement among the six public and private institutions in Raleigh under which each contributes or purchases services from others, results in educational enrichment as well as economy for all the institutions and should be emulated, where feasible, by other colleges and universities (p. 144).

32. The larger universities, public and private, which have the greater resources, should actively seek cooperative relationships with smaller and developing institutions; not only will such joint efforts help the smaller colleges, but the universities will also benefit, often in unexpected ways (p. 144).

33. North Carolina should,through contracts with the Southern Regional Education Board, continue its participation in the student exchange program and investigate the possibility of entering into contracts in additional areas where it would be advantageous to the state to do so (p. 146).

Libraries

34. As immediate objectives, the annual book, periodical, and binding budgets should be increased to $1,200,000 at UNC-Chapel Hill, $1,090,000 at NCSU, $640,000 at UNC-Greensboro and UNC-Charlotte, $490,000 at East Carolina, $540,000 at Western Carolina, $450,000 at Appalachian State, $360,000 at North Carolina College, and $200,000 at NCA&T. At the four-year colleges the annual book, periodical, and binding budgets should be increased in amounts ranging from $120,000 to $150,000 depending upon the needs of the particular institution. This recommendation should have top priority in meeting library needs (p. 170).

35. A ratio between student enrollment and overall library support should be established and used to guide both the General Assembly and the institutions in planning their library budgets. A per capita amount of not less than $100 is recommended. Financial support to each public college and university library should not be allowed to fall below that level, or 5 percent of the total general educational budget of the institution, whichever sum is greater (p. 171).

36. Further analysis of book and salary expense ratios in individual library budgets should be made to determine whether one or the other category is disproportionately high or low, and remedial action taken where necessary (p. 171).

37. Inflationary costs should be regularly taken into account in the preparation of library budgets (p. 171).

38. The stature of the library of the University of North Carolina at Chapel Hill should be maintained and improved and support sufficient to increase its holdings to a minimum of 2,350,000 volumes by 1975 should be provided (p. 171).

39. At the other major public institution offering a broad range of doctoral programs, North Carolina State University, immediate steps should be taken to strengthen the library in all aspects, and to bring its holdings up to a minimum of 1,150,000 volumes by 1975 (p. 171).

40. The libraries of the other two campuses of the University of North Carolina, at Greensboro and Charlotte, should attain holdings of at least 800,000 volumes and 500,000 volumes respectively by 1975 (p. 171).

41. The four regional universities and North Carolina College, institutions offering programs through the master's degree, should develop library collections in excess of 400,000 volumes as soon as possible, with larger collections as the demands of enrollment and the complexity of academic offerings indicate (pp. 171-172).

42. The state's senior four-year college libraries should be supported to the end that each has a collection of not less than 130,000 volumes by 1975 (pp. 162, 172).

43. If sufficient support is provided in accordance with Recommendation 34 above, each four-year institution should plan to subscribe to no fewer than 1,000 current, well-selected periodicals annually by 1975, and institutions offering graduate work should adhere to the Clapp-Jordan formula for periodical subscriptions (p. 172).

44. Institutions not presently designated as depositories for Federal Government publications should make application to be added to the official list (p. 172).

45. Each public senior institution, recognizing that numbers of books only do not make an adequate library, should constantly evaluate its library holdings; and in building a collection suited to its academic programs the library staff should work cooperatively with faculty members, using standard lists prepared by specialists, to improve the quality of its holdings (p. 172).

46. The ratio of clerical to professional staff should be increased in a number of libraries in order to free librarians for professional duties; the recommended ratio is two clerical staff members for each professional librarian (p. 172).

47. The ratio of professional librarians to enrollment should be raised to the recommended ratio of one professional librarian to every 300 students (pp. 156, 172).

48. Library seating should be brought up to a minimum of 25 percent of student enrollment in all public colleges and universities as soon as possible (p. 173).

49. Steps should be taken immediately in the libraries on some campuses, and in the near future on others, to relieve shortages in book storage space (p. 173).

50. The administration, faculty, and library staff of each public senior institution cooperatively should undertake a study to determine the extent to which library resources are being utilized and to seek additional ways of stimulating their use (p. 173).

51. While building strong basic library collections appropriate to its institutional purpose, each public college and university should explore the possibility of closer cooperation with other libraries (p. 173).

52. A study should be initiated as soon as possible to determine the feasibility of a central research library facility to serve the entire state. Its purpose would be the centralized and economical storage of little-used materials for the benefit of students, scholars, and general researchers and the circulation of materials on demand by means of rapid delivery service from the central facility. The study should involve all interested groups, including librarians, college and university administrators, faculty members, and representatives of both public and private institutions and of such professional organizations as the North Carolina Library Association (p. 173).

Preparation of Faculty

53. It should be public policy that all public institutions shall at least meet the minimum faculty standards for regional accreditation; that all institutions, particularly those offering graduate instruction, make every effort to achieve levels of excellence above the minimal standards for accreditation; and that the General Assembly appropriate sufficient funds to implement these recommendations (p. 176).

Recruitment of Faculty

54. Each institution, through the joint efforts of administration and faculty, should develop a comprehensive policy statement on recruitment, with procedures designed to insure the orderly and aggressive recruitment of qualified faculty (p. 181).

55. Since travel for interviews and attendance at professional meetings are necessary for the implementation of an effective faculty recruitment program, funds should be appropriated to each institution to provide specifically for these purposes (p. 181).

Faculty Appointment, Promotion, and Rank

56. Because of the need for written procedures, a statement concerning faculty appointment, promotion, and rank should be formulated and adopted by each institution, with appropriate faculty, administration, and trustee participation. The statement should

a) state the policies of the institution as they relate to appointment, reappointment, nonreappointment, promotion, and rank;

b) set forth procedures and criteria on which appointment, reappointment, nonreappointment, promotion, and rank are based;

c) provide for the handling of grievances or infractions of established policies; and

d) provide for regular review and evaluation of established policies and procedures.

When such comprehensive policies have been established, they should be made known to all members of the academic community and to other interested parties (pp. 183, 185).

57. In order for rank to carry dependable meaning, the following minimum qualifications for each rank should be established as public policy uniformly applicable throughout the public senior institutions (p. 185):

a) Instructor: An earned master's degree in the appropriate field of study, or at least the equivalent of a master's degree in an approved doctoral program.

b) Assistant Professor: An earned master's degree or the equivalent in the appropriate field of study plus the satisfactory completion of an additional year of study toward the next higher degree or mark of distinction in the field, and at least two years of successful teaching experience or the equivalent; or the earned doctorate in the field of specialization.

c) Associate Professor: An earned doctorate in the appropriate field of study and at least five years of professional experience or the equivalent.

d) Professor: An earned doctorate in the appropriate field of study and at least eight years of professional experience or the equivalent.

In rare instances, particularly in the case of an associate or full professor, qualifications as to education and experience may be presented that faculty peers adjudge to be the equivalent of the above qualifications. In such instances, the board of trustees of the institution, upon recommendation of the president, should consider appointing the individual to the rank deemed appropriate (p. 185).

58. The General Assembly should provide funds to establish distinguished professorships in the public senior colleges and regional universities similar to the 15 "University Professors" now funded by the state at annual salaries of $25,000 on campuses of the University of North Carolina (p. 185).

59. Institutional statements of policy on faculty should not overlook the significant roles of visiting faculty, adjunct professors, and special or part-time lecturers (p. 185).

Academic Freedom, Responsibility, and Tenure

60. The landmark 1940 Statement of Principles on Academic Freedom and Tenure of the American Association of University Professors and the Association of American Colleges, which has been formally adopted by more than 65 regional and national learned societies and professional organizations in higher education, should be adopted by all public senior institutions in North Carolina (p. 187).

61. Each institution, using the 1940 Statement cited above as the guide, should establish a committee of administrators and faculty a) to study and make recommendations concerning tenure policy and procedures with respect to eligibility, probationary requirements, adequate cause for dismissal, appropriate procedures, and related matters and b) to hear individual cases involving questions of tenure and to make recommendations for action (p. 188).

62. Policies on academic freedom and tenure, when developed by each institution and after approval by its board of trustees, should be made known to all parties concerned (p. 188).

Faculty Leaves of Absence

63. A plan for sabbatical leaves should be formulated with the participation of the Board of Higher Education, identifying various other types of leave, and establishing criteria for leave, including eligibility requirements and an obligation to return after leave (p. 190).

64. Statewide policies concerning sabbatical and other types of leaves of absence should be adopted (p. 190).

65. Each institution should establish internal procedures to implement state policies that may be adopted (p. 190).

66. State funds should be appropriated to institutions to support sabbatical leaves and other leaves of absence for study or research (p. 190).

67. A uniform sick leave policy should be developed by the State Personnel Department in cooperation with the Board of Higher Education for faculty and all other institutional employees not covered by the State Personnel Act (p. 190).

Faculty Workload

68. There should be developed, through objective analysis, a comprehensive measure of faculty workload; in the interim faculty positions should be allotted to the public senior institutions on the basis of the following student-teacher ratios (full-time equivalent student per full-time equivalent teacher): 15:1 at the undergraduate level, 12:1 at the master's degree level, and 6:1 at the doctoral level, with ratios for certain professional schools developed separately (p. 192).

69. Maximum teaching loads at all public senior institutions should be established as follows: undergraduate--(teaching only) 12 semester or quarter hours per term with no more than six separate course preparations per year; and graduate--(teaching only) 9 semester or quarter hours per term, (teaching and research) 6 semester or quarter hours per term (p. 193).

Faculty Compensation

70. Comparable salary averages, by rank, should be established for institutions with comparable functions--specifically, faculty salaries at Elizabeth City State College, Fayetteville State College, Pembroke State College, and Winston-Salem State College should be upgraded to those at the other four-year public colleges; and salaries at North Carolina Agricultural and Technical State University and North Carolina College at Durham should be made comparable to those at the other five-year public institutions (pp. 194-195).

71. In the 1969-71 biennium average faculty salaries at the University of North Carolina at Chapel Hill should be brought up to the top quartile of salaries at comparable universities (p. 197).

72. In the 1969-71 biennium average faculty salaries at North Carolina State University should be increased to the national average, and they should be further increased during the 1971-73 biennium to the top quartile of salaries at comparable institutions (p. 197).

73. Faculty salaries at all other public senior institutions should be increased to the national averages in their respective categories during the 1969-71 biennium, and to the top quartile in the 1973-75 biennium (p. 197).

74. In addition to the establishment of new base lines for faculty salaries at all institutions as suggested above, annual increments should be appropriated sufficient to maintain the institutions at the recommended national levels (p. 198).

Faculty Retirement

75. Faculty members and key administrative personnel at public institutions of higher education should be given the option of participating in either the Teachers Insurance and Annuity Association of America or the North

Carolina Teachers and State Employees Retirement System; where the former system is chosen, the state should make contributions equal to those it would make if the latter system had been chosen (p. 200).

76. Statutory provision should be made for the director of higher education to be a member of the Board of Trustees of the North Carolina Teachers and State Employees Retirement System (p. 200).

Traditionally Negro Colleges

77. The traditionally Negro public institutions of higher education should be continued in a form and with a spirit quite different from anything they have known in the past. This recommendation is valid only if sufficient support is provided to enable them to be transformed radically (pp. 206, 207).

78. Each institution should reexamine its curriculum and other activities to eliminate unnecessary duplication and to insure continuing relevance to needs (p. 215).

79. Each institution should continue or undertake major, ongoing programs of remedial and compensatory education for entering students with inadequate preparation (p. 215).

80. In order to raise the general level of performance, each college or university should undertake vigorous recruitment of able students, raise admissions standards, insist upon high standards for graduation, and plan for the next few years to hold enrollment at approximately the current level (p. 216).

81. Each institution should choose one or more academic areas in which to be notably strong and map plans for achieving this strength (p. 216).

82. Each institution should make every effort to obtain the staff and faculty which it will require, realizing that unless this is done it cannot achieve the dramatic changes in level and quality of work which are needed (p. 216).

83. The General Assembly should make it possible for the traditionally Negro public institutions in the next biennium, not only to reach the level of faculty compensation which comparable white public institutions have reached, but also to reach national averages in appropriate categories; further that the General Assembly should make available sufficient funds for additional administrative staffing, for faculty recruitment, for remedial and compensatory education, and for special projects of curriculum enrichment (p. 216).

84. All institutions in the state should actively recruit students, black and white, who have had educational disadvantages but who appear to have the ability to do college work, and the institutions should provide remedial and compensatory education and special counseling as needed.

To the extent that the institutions can succeed in finding promising students and in bringing them up to college level, they will have helped in the solution of a pressing social problem and will have the satisfaction of knowing that they have salvaged valuable human talent for society. Every institution in North Carolina should undertake such a program. The community colleges and technical institutes, being inexpensive and accessible to commuting students, are particularly well fitted to help in a large way with this important task (pp. 217-218).

85. North Carolina State University and Fayetteville State College should initiate soon one or more study groups, in cooperation with the staff of the Board of Higher Education, designed to see that the most efficient use is made of the educational resources in the Fayetteville area (p. 219).

86. The University of North Carolina at Chapel Hill and North Carolina College at Durham should undertake as soon as possible, in cooperation with the staff of the Board of Higher Education, a review of their programs in order to make the most efficient and effective use of the state's resources (p. 219).

87. Elizabeth City State College and the College of the Albemarle, in cooperation with staff members of the Board of Higher Education and of the State Department of Community Colleges, should review their programs to see how each can assist and complement the other and how the state's resources can be more efficiently used in that area (p. 219).

88. Each of the predominantly Negro public institutions and each of its academic departments should review the existing cooperative arrangements with other colleges and universities and explore creatively the possibility of developing further interinstitutional cooperation (p. 220).

Private Higher Education

89. The maintenance of strong dual systems of private and public higher education is in the state's best interest. Optimum use should be made of all resources in higher education, and public policy should be developed with that end in mind (pp. 223, 260).

90. Consideration should be given to providing state assistance to private higher education in North Carolina. To this end the Board of Higher Education, with the cooperation and assistance of the private institutions of higher education, will undertake a study of how best to implement such a program and will submit recommendations to the Governor and the General Assembly for consideration during the 1971 Legislative Session. This study will be coordinated with the recommended study of the need to establish a statewide student assistance program (p. 261).

Student Financial Aid

91. Each public senior institution should increase the staff of its financial aid office to meet minimum standards for an institution in its category (Appendix R) and the General Assembly should make sufficient funds available for this purpose (p. 273).

92. The State Personnel Department should review salary ranges of the financial aid directors, and of the other staff members of financial aid offices, in order to bring the ranges in line with national levels; and the institutions, taking into account the experience and competence of the individuals involved, should make appropriate adjustments in salaries (p. 274).

93. In all public senior institutions the position of director of student financial aid should be a full-time position and the director should not be encumbered with unrelated additional administrative duties (p. 274).

94. All public institutions should adopt a common method of determining reasonable family contributions to education; the use of a standard form by all institutions would help insure uniform and equitable treatment of applicants for aid (p. 274).

95. The public senior institutions, as well as the other colleges and universities in the state,should consider the adoption of the "Statement of Principles" on student financial aid of the College Scholarship Service Assembly and the use of this statement as a guide in the development of institutional policies and practices concerning financial aid (p. 274).

96. The public senior institutions, in cooperation with private colleges and universities and two-year colleges in the state, should attempt to arrive at generally acceptable definitions of scholarships, grants, loans, student employment, self-supporting students, and other terms frequently used in administering financial aid (p. 274).

97. As a matter of public policy, the opportunity for a college education should not be a class, racial, or economic privilege (p. 286).

98. Programs of student financial aid, without regard to subject matter or field, in North Carolina should be substantially strengthened and expanded, including increased appropriations for scholarships in the public colleges and universities (p. 286).

99. The 1969 General Assembly should authorize a Special Commission, composed of legislators and other distinguished citizens a) to study the creation of a statewide student assistance program, applicable to North Carolina residents who attend public and private colleges in North Carolina and b) to make recommendations to the 1971 General Assembly for funding at that Session. Institutional financial aid officers and the staffs of the Board of Higher Education and other state agencies which now administer specialized student aid programs would assist the Study Commission as appropriate (p. 286).

Facilities

100. In order to utilize facilities fully and to encourage summer enrollment, appropriations for summer enrollment should be provided on the same

per capita basis as for the regular terms, in lieu of the partial state support now available for summer sessions (p. 297).

101. In order to encourage maximum use of facilities, at least a limited number of dormitories and instructional facilities should be air conditioned (p. 297).

102. A public policy determination should be made regarding the number of students to be enrolled, statewide and by institution; a determination should be made concerning the optimum proportion of students to be housed by institutions, in publicly owned residence halls, and additional dormitory space should then be authorized at those institutions where a clear need can be demonstrated. In the absence of a statewide policy regarding enrollment, the amount of dormitory space which is authorized at a given institution will be a major determinant of institutional size and of admissions standards as well. Therefore, additional authorization of dormitories in public senior institutions should be carefully evaluated in the light of new developments in student housing patterns and on the basis of state policy regarding the optimum growth and size of public senior institutions (pp. 305, 307).

Financing

103. High priority should be given to the development of a "total information system" which will enable adequate and reasonable estimates of total needs to be prepared. The Board has requested supplementary "B" Budget appropriations for this purpose. Such a system, when completed, will enable those charged with decision-making to carry out their responsibilities on the basis of full and complete data. It will make possible in-depth studies of comparative costs of instruction and other basic matters which relate to the state's needs and make the most advantageous use of the state's resources in higher education. With such an information system it will be possible to achieve equity and to improve accountability, which should go far in assuring that funds will be properly employed (pp. 323-324, 329).

104. Careful study should be given to the possible conversion of the present strict "line item" system to a system which would place emphasis upon program costs rather than upon objects of expenditure. Such a conversion would not be practical without qualified program-oriented managers at all levels, without a vigorous campaign of re-education for all persons involved in budgeting, without better methods of evaluation of results than presently exist, or without the provision of sufficient time for implementation (p. 329).

105. "A" Budget allocations for continuation of existing programs, when based on program or formula budgeting, should be made to the institutions with greatly increased flexibility given trustees as to how those funds may be employed (p. 329).

106. The portion of "B" Budget allocations which constitute funds to operate new degree programs not previously authorized should be placed in a "reserve fund" and allocated to the institutions after program approval. In order for the Board of Higher Education to carry out its statutory responsibility to approve new degree programs of the public senior institutions, only academic programs already approved by the Board of Higher Education should be funded in institutional budgets. A general allocation for new programs instead should be made to a "reserve fund" for allocation to the institutions upon approval of specific proposals for new programs, using criteria employed by the Advisory Budget Commission and the General Assembly when funding similar existing programs. This procedure would a) provide flexibility to permit unanticipated but needed programs to be funded, b) encourage the discontinuance of outmoded programs, and c) assure that appropriations are not diverted improperly from existing programs to finance new ones. Precedent for this approach is found in the College Work Study Program, offices of institutional research, and special assistance to Negro colleges, funds for which are now administered through the Board of Higher Education, subject to the approval of the Advisory Budget Commission (pp. 329-330).

107. "C" Budget (capital improvements) allocations should continue to be made according to present procedures, pending further study. More accurate and dependable information on which to base decisions is required, however, if equity in allocations is to be achieved (p. 330).

108. In recognition of the fact that there is a considerable differential between total educational costs and what an out-of-state student pays in tuition and fees, *tuition for out-of-state students should be raised* effective with the 1970-71 academic year to $700 at the public senior colleges and $850 at the University of North Carolina and the regional universities. Based on a continuation of the current percentage of out-of-state students, and the estimated enrollment projected for 1970-71, these changes would result in $2.65 million in increased annual institutional revenues (p. 332).

109. Tuition (including uniformly applicable fees) should be set at a standard amount in all public senior institutions in North Carolina, effective with the 1970-71 academic year. If legislative action is necessary to permit this to be accomplished on a statewide basis, the statutes should be amended to that effect by the 1969 General Assembly (p. 332).

110. For studies of instructional costs, the necessary data collection, storage, and retrieval should be funded as a part of the "total information system" (p. 333).

111. Because of the high cost of instruction at the graduate level and the importance of improving the quality of current programs, new graduate programs should be established only a) after need has been demonstrated, b) after priorities have been established, and c) after existing programs have been adequately supported (p. 336).

112. The Board of Higher Education does not at this time have recommendations concerning state policy with reference to the self-liquidation of dormitories and other auxiliary facilities. The Board will invite representatives of the public and private institutions, and of the financial community, to join with it to explore the possibility of developing an optimum program for the construction of dormitories and related facilities in North Carolina (p. 342).

Future System of Public Higher Education

113. If the research, planning, coordination, budget review, and administrative functions now spread among many state agencies can better be performed by the creation of a new agency, or by the absorption of the functions of the Board of Higher Education and other agencies into an agency which already exists, that is the course the state should follow. The continuation of the Board of Higher Education as a specific state agency is of no relevance if the necessary functions can be better performed elsewhere (pp. 359-360).

114. The General Assembly should create a single agency to plan and coordinate higher education, with authority to review budgets and to prepare a single budget request for higher education, and the higher educational planning and coordinating functions of several existing agencies should be transferred to the single agency. The Board of Higher Education stands ready to develop plans for the implementation of this recommendation with the consultation and advice of the Governor, members of the General Assembly, representative administrative heads of institutions, and representatives of other state agencies affected,and of the public at large. Whatever time is required should be spent in this effort, and ample provision should be made for full public discussion prior to the submission of recommendations to the Legislature (p. 360).

115. The 1969 General Assembly should amend the statutes to read that the primary purpose of all four-year public senior colleges be "to provide undergraduate instruction in the liberal arts and sciences, to prepare teachers, and to undertake such other undergraduate, graduate, and professional programs as are deemed necessary to meet the needs of the state. The educational programs of each institution shall be subject to the approval of the North Carolina Board of Higher Education, consistant with appropriations made therefor." For the foreseeable future, no need for graduate instruction in the liberal arts and sciences at the four-year colleges, nor for professional programs at the graduate level, is anticipated; the statement of purpose, however, should be the same for these institutions which will have the advantage of serving their needs indefinitely (p. 361).

116. As North Carolina College at Durham is a five-year institution with educational programs comparable to those of the regional universities, the 1969 General Assembly should designate North Carolina College as a regional university (p. 362).

117. The Board of Higher Education should be assigned responsibility for administration of all federal programs in higher education which require administration by a state agency, except those which are required by law to be administered by another state agency (p. 362).

118. The 1969 General Assembly should address its attention specifically to the needs of the state in higher education which have been identified in this report (p. 362).

APPENDIX I

ARTICULATION GUIDELINES

Approved by the Joint Committee on College Transfer Students*
November 1967

(Instructions)

1. While these guidelines are frequently blocked out in a pattern of first and second year courses, it should be understood that second year courses are not always required.

2. The guidelines are written for colleges and universities which operate on a semester or quarter system and various modifications of either. In the disciplinary guidelines which follow, it is assumed that six semester hours are equal to nine quarter hours. In any case, where specific credits are indicated by one system or the other, it is assumed that institutions not operating on such a system will create courses earning equivalent transferable credit. It is hoped that all receiving institutions will adopt a liberal policy towards half-credit shortages.

3. The student's ability to transfer without loss of time or credit is of maximum importance.

ADMISSIONS

1. Performance in a junior college transfer program is the best single predictor of success in a four-year institution and therefore should count most heavily in the admissions decision.

   a. Junior college students who are ineligible to enter a four-year institution at the freshman level because of poor high school records should not be denied admission as transfer students on these grounds. It is recommended that the original college consider use of standardized tests, given at end of the third or beginning of the fourth semester or sixth quarter, to guide those students seeking entrance to another institution.

   b. Aptitude and achievement test scores may be useful to counselors as supplementary information in assisting junior college students to make wise decisions about transfer. However, applicants who qualify for transfer on the basis of their grades in junior college should not be denied admission solely on the basis of test scores.

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*Sponsored by the North Carolina Association of Colleges and Universities, the North Carolina Association of Junior Colleges, the State Board of Education, and the State Board of Higher Education.

c. Except in unusual circumstances, students entering two-year institutions should complete their program at the original institution.

2. Senior colleges should consider all grades earned by the prospective transfer. Acceptance or rejection of courses passed with a grade of "D" should be at the discretion of the receiving institution. Transfers from junior or senior colleges should be able to transfer at least one-half the hours required for graduation.

3. Students with satisfactory records seeking to transfer from institutions not accredited should be accepted provisionally by the senior institution pending satisfactory completion of at least one full semester's work.

4. Colleges and universities with varied policies in regard to admissions clearances and required deposits should adopt a uniform policy. Admission notices should be mailed as students records are cleared and no deposits should be required prior to April 1.

BIOLOGICAL SCIENCES

First Year

A one-year lecture and laboratory course (eight semester hours or twelve quarter hours) emphasizing the dynamic, structural, and functional organization of living organisms from molecular, organismal, and population points of view. The course should stress the unity of life. As long as this is done, any of the following alternative approaches is acceptable (listed in order of preference):

1. One year of biological principles.
2. One year of biology.
3. One semester (four semester hours or six quarter hours) of botany and one semester of zoology.

Second Year

1. If the first course is a one-year course which is oriented toward the study of principles of biology, the subcommittee recommends for those whose programs require it:

a. Second year may be a field, laboratory, lecture course in the study of organisms---one semester of plants (botany) and one semester of animals (zoology) (PREFERRED).

b. Second year may be one semester of comparative vertebrate anatomy or another course of this general nature.

c. Second year may be one semester of local floristic study---collection, identification of vascular plants, study of classification.

2. If first course is a one semester principles of biology course, it is desirable to follow it with one semester each of the study of plants (botany) and of animals (zoology), organism oriented, field work, laboratory and lecture.

   a. This involves a three course sequence.

   b. The fourth semester could be comparative vertebrate anatomy and/or a local floristic study as described above.

3. If first year involves one semester of general botany and one semester of general zoology, then second year should include one semester of comparative vertebrate anatomy and one semester of local floristic study as described above.

Other Guidelines

1. As related work for potential biology majors, a year of college mathematics and a year of chemistry strongly recommended.

2. Other courses in physics, organic chemistry and geology acceptable or desirable.

3. All biology courses include laboratory experiences and carry a minimum of eight semester hours credit or twelve quarter hours for the year and four semester hours or six quarter hours for the semester.

ENGLISH

Freshman Year

Strong emphasis on English composition in written and oral forms, including such specific preparatory exercises as vocabulary building, spelling principles, reading for speed and comprehension, basic speech arts and English grammar (six semester hours or nine quarter hours).

Sophomore Year

Concentration upon an introduction to the study of masterpieces of literature and a continuation of the speech arts (six semester hours or nine quarter hours).

Other Guidelines

Sequences should be determined by faculty adivsors and counselors in light of the student's educational goals.

FOREIGN LANGUAGE

Freshman Year

Emphasis on audio-lingual skills. This year is to be accepted at face value toward total hours for graduation, with understanding that hours may be checked by a proficiency test or other means.

Sophomore Year

Stress on skills in reading and writing. In some cases, literary criticism may have a legitimate place.

Other Guidelines

1. College accepts high school student on basis of preparation in the four language skills as recommended by foreign language programs of the Modern Languages Association. Literature receives no special emphasis in high school except for students seeking advanced placement.

2. Basically, the public schools should concentrate on communication skills and colleges and universities on literature, advanced composition and syntax, and where possible, phonetics and applied linguistics (civilization where needed).

3. The idea of placement by years or units should be abandoned. For determination of performance in the skills, measurement should be by modern proficiency tests, whether administered by the junior or by the senior college at entrance. In respect to the autonomy of institutions of different goals, some variation in the pattern may be necessary.

HUMANITIES

Faculty members whose individual or collective breadth is sufficient in the areas of literature, the arts, music, and philosophy may wish to offer (possibly by team teaching) an integrated humanities course. Such courses may need to be broken down, for recording purposes, into more traditional titles in order to facilitate communication in transfer.

Freshman Year

The basic requirements of the humanities guidelines may be fulfilled through one of the following alternates:

1. An integrated humanities course (six to eight semester hours or nine to twelve quarter hours) organized chronologically or by themes to show man's appreciative and creative roles in art, music, literature, and philosophy.

2. A block or sequence of courses (six to eight semester hours or nine to twelve quarter hours) in at least three of the following fields:

art
music
literature
philosopphy and/or religion

Sophomore Year

Sophomore work may include electives and/or requirements of a more advanced or applied nature in one or more of the areas.

Other Guidelines

1. Sequences should be determined by faculty advisors and guidance counselors in light of the student's educational goals.

2. Applied courses in art and music may not be used in meeting requirements of general education guidelines.

MATHEMATICS

Freshman and/or Sophomore Years

1. For non-science majors whose curriculum does not require a sequence of two or more calculus courses:

Requirement of six semester hours or nine quarter hours of mathematics for graduation with content selected from most of the following topics: fundamentals of algebra; sets, relations, and functions; the real number systems; finite mathematical systems (modulo arithmetic); logic; statistics and probability with simple application to the social sciences; analytic geometry of the plane; graphs of relations; other geometries; basic notions of elementary integral and differential calculus.

2. For students whose curriculum requires a sequence of two or more calculus courses:

The offering is to follow the Mathematical Association of America's A General Curriculum in Mathematics for College (1965), page 9 (see Guideline 3 next page):

Calculus with analytic geometry (nine semester hours or equivalent quarter hours)

Linear algebra (three semester hours or equivalent quarter hours)

Other Guidelines

1. The topics in item 1 above are to be covered at a level sufficient to prepare the student to take either 1) a moderately rigorous calculus course, 2) a moderately rigorous course in modern algebra or linear algebra, or 3) a moderately rigorous course in modern geometry.

2. For science and mathematics majors it is desirable that the minimum high school pre-requisite for the course content be two years of algebra, one year of geometry, and one-half year of trignometry.

3. Mathematics 1, Introductory Calculus (three semester hours or equivalent quarter hours) - differential and integral calculus of the elementary functions with associated analytic geometry.

Mathematics 2, 4, Mathematical Analysis (three semester hours or equivalent quarter hours each) - techniques of one-variable calculus, limits, series, multivariable calculus, differential equations.

Mathematics 3, Linear Algebra (three semester hours or equivalent quarter hours) - systems of linear equations, Vector spaces, linear dependence, bases, dimensions, linear mappings, matrices, determinants, quadratic forms, orthogonal reduction to diagonal form eigenvalues, geometric applications.

PHYSICAL SCIENCES

Freshman and/or Sophomore Years

1. For non-science majors:

Requirement of one year (eight semester hours or twelve quarter hours) of one of the following alternates: chemistry, physics, any earth science with laboratory or integrated science with laboratory.

2. For science majors:

a. Majors in agriculture, biology, and home economics:

Requirement of one year of chemistry

b. Majors in engineering (all branches), physics, chemistry:

Requirement of one year of the following: chemistry, physics with calculus pre-requisite or corequisite, and mathematics including integral and differential calculus

c. Majors in mathematics:

Requirement of one year of physics

d. Majors in pre-dentistry, pre-medicine, pre-veterinary medicine, and medical technology:

Requirement of one year of each of the following: chemistry and physics

Other Guidelines

1. Full credit is given for integrated science courses with laboratory that combine several sciences as long as courses are appropriate to student's educational goals.

2. All physical science courses, in order to meet program requirements, must include laboratory experiences and carry a minimum of eight semester hours or twelve quarter hours credit for the year.

3. Science courses without laboratory experiences may be considered for transfer as elective credit only.

PHYSICAL EDUCATION

Freshman and Sophomore Years

1. A two-year course (four semester hours or six quarter hours) meeting three hours per week (semester or quarter) and providing opportunities for acquiring knowledge, attitudes, and skills in a variety of activities designed to contribute to the total education of the student. These include:

   a. Knowledge of basic health, fitness, and physiological principles relating to physical activity.

   b. Leisure time skills for present and future use in life.

   c. Learning experiences in a majority of the following: acquatics individual sports, team sports, rhythms, physical fitness, and recreational skills.

2. An elective course (three semester hours or equivalent quarter hours) in personal and community health. This course should be separate from the above physical education course.

Other Guidelines

1. All students will meet the two-year physical education requirement. Special programs may be designed by institutions to meet unusual problems (i.e., health, age, and others.)

2. Athletes should not receive blanket excuses from the physical education program. Participation on a varsity team "in season" may be counted for physical education class credit. During the "off season" the athlete should attend class as any other student. He should in all instances be expected to meet the same general departmental regulations regarding program content as required of any other student.

3. Two-year colleges should not attempt to offer professional courses in health, physical education, and recreation. The colleges should emphasize the preparation of students in general education (liberal arts) and in the science areas, particularly the biological sciences. The two-year college can best serve the above pre-professional areas by providing for experiences and excellence in activity skills, competitive athletic experiences, basic health knowledge and general guidance of students interested in health, physical education, and recreation as a career. Counselling with respect to the requirements or the senior college to be selected is most desirable.

SOCIAL SCIENCE

Freshman Year

A history of world civilization course (six semester hours or nine quarter hours) should represent the basic course in social science. Specifically, this course should include non-western areas.

Sophomore Year

Other freshman and sophomore work may include electives and/or requirements in one or more of the following fields and subjects.

1. History

    a. The American history survey (six semester or nine quarter hours)

    b. It was agreed that a history course offered at a junior college, which coincides with a course designed for juniors and seniors of a senior college, normally should be accepted as a free elective but should not count toward satisfaction of major degree requirements.

2. Economics and business administration

    a. Principles of economics (six semester or nine quarter hours)

    b. Principles of accounting (six semester or nine quarter hours)

    c. Statistics (three semester or equivalent quarter hours)

3. Geography

    a. Physical geography (three to four semester or equivalent quarter hours)

    b. World survey (three semester or equivalent quarter hours)

    c. Economic geography (three semester or equivalent quarter hours)

    d. A regional study

4. Political science

    a. American (federal) government (three semester or equivalent quarter hours)

    b. State and local government (three semester or equivalent quarter hours)

5. Psychology

    a. General psychology (three to four semester or equivalent quarter hours)

6. Sociology

    a. Principles of sociology (three semester or equivalent quarter hours)

    b. General anthropology (three semester or equivalent quarter hours)

Other Guidelines

1. Interdisciplinary courses of sufficient cultural breadth and depth should be given appropriate and equivalent credit for either the freshman or sophomore years.

2. In all cases course sequences should be determined by faculty advisors in light of the student's educational goals.

APPENDIX J
(Reprinted from American Council on Education
Newsletter, Higher Education and
National Affairs, January 31, 1969)

Federal Money for Education: Programs Administered by the U.S. Office of Education

Fiscal Year 1969

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
GROUP 1: For construction					
1 Public schools	School Aid to Federally Impacted and Major Disaster Areas (P.L. 815)	Aid school districts in providing minimum school facilities in federally impacted and disaster areas	$ 74,050,000	Local school districts	OE's Division of School Assistance in Federally Affected Areas
2 Educational television	P.L. 87-447, amending Communications Act of 1934	Aid in the acquisition and installation of transmitting and production equipment for ETV broadcasting	4,000,000	Nonprofit agencies, public colleges, State television agencies, education agencies	Assistant to the Assistant Secretary (Educational Television), Dept. of HEW, Wash., D.C. 20201
3 Community colleges, technical institutes	Higher Education Facilities Act—title I	Construct or improve academic facilities	83,000,000	Public community colleges and technical institutes	State commissions
4 Other undergraduate facilities	Higher Education Facilities Act—title I	Construct or improve undergraduate academic facilities	133,000,000	Colleges and universities	State commissions
5 Graduate facilities	Higher Education Facilities Act—title II	Construct or improve graduate academic facilities	25,577,000	Public and private academic institutions, grad. center boards	OE's Division of Graduate Programs
6 Undergraduate and graduate facilities	Higher Education Facilities Act—title III	Loans to construct or improve higher education facilities	150,000,000	Public and private nonprofit institutions, cooperative centers, boards of higher education	OE-HEW Regional Offices
7 Vocational facilities	Appalachian Regional Development Act of 1965	Construct vocational education facilities in the Appalachian region	(14,000,000)[1]	State education agencies in Appalachian region	OE's Division of Vocational and Technical Education
8 Vocational schools	Vocational Education Amendments of 1968	Construct or improve area vocational education school facilities	(See II-7)	Public secondary and postsecondary schools providing education in five or more fields	State boards of vocational education (information from OE's Division of Voc.-Tech. Education)
9 Public libraries	Library Services and Construction Act—title II	Aid construction of public libraries	24,099,000	State library administrative agencies	OE's Division of Library Services and Educational Facilities
10 Facilities for educational research	Cooperative Research Act (amended by ESEA—title IV)	Construct and equip national and regional research facilities	(29,581,000)[1]	Educational laboratories and research development centers	OE's Division of Educational Laboratories
GROUP II: For programs, instruction, and administration					
1 School maintenance and operation	School Aid to Federally Impacted and Major Disaster Areas (P.L. 874)	Aid school districts on which Federal activities or major disasters have placed a financial burden	505,900,000	Local school districts	OE's Division of School Assistance in Federally Affected Areas
2 Strengthening instruction in critical subjects in public schools	National Defense Education Act—title III	Strengthen instruction in 10 critically important subjects	75,740,000	Local school districts	State education agencies
3 Strengthening instruction in nonpublic schools	National Defense Education Act—title III	Loans to private schools to improve instruction in critical subjects	1,000,000	Nonprofit private elementary and secondary schools	OE's Division of State Agency Cooperation
4 Programs for the handicapped	Elementary and Secondary Ed. Act—title VI	Strengthen educational and related services for handicapped children	29,250,000	State education agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
5 School library resources and instructional materials	Elementary and Secondary Ed. Act—title II	Support provision of school library resources, textbooks, and other instructional materials	50,000,000	Local education agencies	State education agencies
6 Supplementary centers	Elementary and Secondary Ed. Act—title III	Support supplementary educational centers and services	164,876,000[3]	Local education agencies	State education agency or OE's Division of Plans and Supplementary Centers
7 Vocational programs	Vocational Education Amendments of 1968	Maintain, extend, and improve vocational education programs; develop programs in new occupations	255,377,455[5]	Public schools	State boards of vocational education (information from OE's Division of Voc.-Tech. Education)
8 Media services and captioned film loan program	Media Services and Captioned Films	Provide cultural and educational services to the handicapped through films and other media	4,750,000	Groups of handicapped persons, nonhandicapped groups for training	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
9 Desegregation assistance	Civil Rights Act of 1964	Aid school boards in hiring advisors and training employees on problems incident to school desegregation	3,319,000	School boards and other agencies responsible for public school operation	OE's Division of Equal Educational Opportunities
10 Guidance, counseling, and testing in public schools	National Defense Education Act—title V-A	Assist in establishing and maintaining guidance, counseling, and testing programs	17,000,000	Public elementary and secondary schools, junior colleges, technical institutes	State education agencies
11 Testing in nonpublic schools	National Defense Education Act—title V-A	Provide for aptitude-achievement testing of private school students	(See II-12)	Testing agencies	State education agencies or OE's Div. of State Agency Cooperation
12 Overseas opportunities for language training and area studies	Mutual Educational and Cultural Exchange Act	Promote development of international studies through grants to institutions for support of overseas projects by groups and individuals engaged in language and area studies or research	3,000,000[5] (Allocated for II-12, 13, 26, and 39)	Colleges, universities, consortiums, local and State education agencies, nonprofit education organizations, institutions with graduate programs in language, area, or international studies	Individuals apply to participating institutions (information from OE's Institute of International Studies)
13 Consultant services of foreign curriculum specialists	Mutual Educational and Cultural Exchange Act	Support visits by foreign consultants to improve and develop resources for foreign language and area studies	(See II-12)	Colleges, universities, consortiums, local and State education agencies, nonprofit education organizations	OE's Institute of International Studies
14 Educational personnel training programs	Education Professions Development Act—Part D	Improve qualifications of elementary and secondary education personnel	45,000,000	Colleges and universities, State and local education agencies	OE's Bureau of Educational Personnel Development

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
15 Teacher institutes	Civil Rights Act of 1964	Improve ability of school personnel to deal with problems incident to school desegregation	5,931,000[5]	Colleges and universities	OE's Division of Equal Educational Opportunities
16 Teacher training (handicapped)	Mental Retardation Facilities . . . Act and others	Prepare and inform teachers and others who work in education of handicapped	30,250,000[5]	State education agencies, colleges and universities	OE's Bur. of Ed'n. for Handicapped, Division of Training Programs
17 Teacher training (vocational)	Vocational Education Amendments of 1968	Improve qualifications of teachers, supervisors, and directors of vocational education programs	(See II-7)[5]	Local school districts	State boards of vocational education (information from OE's Division of Voc.-Tech. Education)
18 Follow Through	Economic Opportunity Act of 1964	Extend gains of deprived children who participated in Head Start or similar preschool experiences	30,000,000	Local educational agencies nominated by State agencies in accordance with OE and OEO criteria	Application by invitation only in FY 1969
19 Teacher Corps	Education Professions Development Act—Part B-1	Strengthen educational opportunity for disadvantaged children; encourage colleges and universities in teacher preparation programs by attracting and training teacher-interns	20,900,000	State and local education agencies, colleges and universities	OE's Bureau of Educational Personnel Development, Teacher Corps (information from participating school systems and institutions)
20 State plan to attract and qualify classroom personnel to meet critical shortages	Education Professions Development Act—Part B-2	Provide State grants to help local communities attract and qualify persons to meet immediate critical shortages of classroom personnel	15,000,000	State education agencies	OE's Bureau of Educational Personnel (local districts apply to State education agencies)
21 Education Personnel Fellowships	Education Professions Development Act—Part C	Improve the quality of education of experienced and prospective elementary and secondary personnel	35,000,000	Institutions of higher education offering graduate programs for elementary and secondary education personnel	OE's Bureau of Educational Personnel Development
22 Training programs	Education Professions Development Act—Part D	Train and retrain educational personnel and teacher aides to strengthen personnel development from preschool through postsecondary vocational school	45,000,000	Prospective and experienced education personnel	Participating institutions, local, State education agencies (information from OE's Bureau of Educational Personnel)
23 State administration of HEFA program	Higher Education Facilities Act of 1963	Help States administer programs under HEFA—title I and HEA—title VI-A	3,000,000	State commissions that administer program	OE's Division of College Facilities
24 Facilities comprehensive planning	Higher Education Facilities Act—title I	Help States plan higher education construction programs	4,000,000	State commissions that administer program	OE's Division of College Facilities
25 Endowment of colleges of agriculture and mechanic arts	Bankhead-Jones and Morrill-Nelson Acts	Support instruction in agriculture and mechanic arts in the land-grant colleges	14,550,000	The 69 land-grant colleges	OE's Division of College Facilities
26 Foreign studies extension (summer seminars abroad for teachers and students or curriculum development teams)	Mutual Educational and Cultural Exchange Act	Improve institutional programs in language-area studies by supporting group projects abroad	(See II-12)[5]	Colleges and universities, State education agencies, nonprofit educational organizations	OE's Institute of International Studies
27 Acquisition of undergraduate equipment	Higher Education Act of 1965 —title VI-A	Improve instruction in selected subject areas	14,500,000	Colleges and universities	State commissions
28 Institutes, short-term training programs, and special projects	Education Professions Development Act of 1967—part E	Train teachers, administrators, and specialists serving or preparing to serve in higher education	6,900,000	Colleges and universities	OE's Division of College Support
29 Strengthening community service programs	Higher Education Act of 1965 —title I	Strengthen higher education capabilities in helping communities solve their problems	9,500,000	Colleges and universities	State agencies or institutions designated to administer State plans
30 Strengthening developing institutions	Higher Education Act of 1965 —title III	Provide partial support for cooperative arrangements between developing and established institutions	30,000,000	Accredited colleges and universities in existence at least five years	OE's Division of College Support
31 National Teaching Fellowships	Higher Education Act of 1965 —title III	Augment the teaching resources of developing institutions	(See II-30)[5]	Developing institutions nominating prospective fellows from established institutions	OE's Division of College Support
32 College library resources	Higher Education Act of 1965 —title II-A	Strengthen library resources of colleges and universities	25,000,000	Institutions of higher education and combinations thereof	OE's Division of Library Services and Educational Facilities
33 Student loans — matching funds	National Defense Education Act—title II	Loans to colleges, universities, and vocational schools that cannot meet program's matching obligations	2,000,000	Accredited educational institutions (including business schools and technical institutes)	OE's Division of Student Financial Aid
34 Cuban student loans	Migration and Refugee Assistance Act	Provide a loan fund to aid Cuban refugee students	(3,900,000)[1]	Colleges and universities	OE's Division of Student Financial Aid
35 College work-study	Higher Education Act of 1965 —title IV-C	Provide part-time employment for postsecondary students	146,050,000	Colleges, universities, area vocational schools, proprietary schools	OE's Division of Student Financial Aid
36 Higher educational guarantee reserve funds	Higher Education Act of 1965 —title IV-B	Provide adequate loan reserves for higher and vocational educational student loans	(4,700,000)[1]	State or nonprofit private guarantee agencies	OE's Division of Student Financial Aid
37 Talent Search	Higher Education Act of 1965 —title IV-A	Assist in identifying and encouraging promising students to complete high school and enter college	4,000,000	Institutes of higher education, State and local education agencies, public and nonprofit organizations	OE's Division of Student Financial Aid
38 Educational opportunity grants	Higher Education Act of 1965 —title IV-A	Assist students of exceptional financial need to go to college	133,786,000	Institutions of higher education	OE's Division of Student Financial Aid
39 Faculty research/study abroad	Mutual Educational and Cultural Exchange Act	Enable U.S. institutions to support overseas research and study by individual faculty members or social studies supervisors; to improve curriculum or teacher competence in foreign language and area studies	(See II-12)[5]	Graduate and undergraduate institutions, secondary school systems, nonprofit educational organizations	OE's Institute of International Studies

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
40 Strengthening State education agencies	Elementary and Secondary Education Act—title V	Improve leadership resources of State education agencies	29,750,000	State education agencies and combinations thereof	OE's Division of State Agency Cooperation
41 State administration	National Defense Education Act—title III	Strengthen administration in State education agencies	2,000,000	State education agencies	OE's Division of Plans and Supplementary Centers
42 Public library services	Library Services and Construction Act—title I	Extend and improve public library services	35,000,000	State library administrative agencies	OE's Division of Library Services and Educational Facilities
43 Inter-library cooperation	Library Services and Construction Act—title III	Planning for establishment of cooperative networks of libraries	2,281,000	State library administrative agencies	OE's Division of Library Services and Educational Facilities
44 State institutional library services	Library Services and Construction Act—title IV-A	Planning for improved institutional library services	2,094,000	State library administrative agencies	OE's Division of Library Services and Educational Facilities
45 Library services to physically handicapped	Library Services and Construction Act—title IV-B	Planning for improved library services to physically handicapped	1,334,000	State library administrative agencies	OE's Division of Library Services and Educational Facilities
46 Civil defense education	Federal Civil Defense Act of 1950	Provide information on civil defense procedures to the public	3,000,000[4]	Chief State school officers or State agencies	OE's Division of Adult Education Programs
47 Adult basic education	Adult Education Act of 1966	Provide literacy programs for adults	45,000,000	State education agencies	OE's Division of Adult Education Programs
48 Occupational training and retraining	Manpower Development and Training Act of 1962	Provide training programs to equip persons for work in needed employment fields	128,000,000	Local school authorities (public, private nonprofit)	State vocational education agency (information from OE's Division of Manpower Development and Training)
49 Dropout prevention	Elementary and Secondary Education Act—title VIII	Develop and demonstrate educational practices which show promise of reducing the number of children not completing school	5,000,000	Local school districts in low income areas and with high percentages of dropouts	State education agency and OE's Division of Plans and Supplementary Centers
50 Researcher training	Cooperative Research Act (amended by ESEA—title IV)	Develop and strengthen programs for training educational researchers	(See III-31)[5]	State education agencies, institutions, and organizations	OE's Division of Higher Education Research, Research Training Branch
51 NDEA language and area centers	National Defense Education Act—title VI	Support language and area centers at U.S. institutions of higher education	12,700,000	College, universities, consortiums of institutions of higher education	OE's Institute of International Studies
52 Preschool programs for handicapped children	Handicapped Children's Early Education Assistance Act	Develop model preschool and early education programs for handicapped children	1,000,000	Public agencies and private nonprofit agencies	OAC/Bureau of Education for Handicapped
53 Regional resource centers for improvement of education of handicapped children	Education for the Handicapped Act—title VI-B	Develop centers for educational diagnosis of handicapped children	500,000	Institutions of higher education, State and local education agencies, or combination within particular regions	OE's Bureau of Education for Handicapped, Division of Research
54 Deaf-blind centers	Education for the Handicapped Act—title VI-C	To develop centers for children and parents	1,000,000	State education agencies, universities, medical centers, public or nonprofit agencies	OE's Bureau of Education for Handicapped, Division of Educational Services
55 Information and recruitment grants	P.L. 90-247 (amendments to ESEA—title VI)	Improve recruiting of educational personnel and dissemination of information on educational opportunities for handicapped	250,000[5]	Public or nonprofit agencies, organizations, private agencies	OAC/Bureau of Education for Handicapped
56 Bilingual education	Elementary and Secondary Education Act—title VII	Develop and operate new programs to aid children aged 3-18 who have limited English-speaking ability and come from another language environment	7,500,000	Local education agencies or institutions of higher education applying jointly with local education agencies	State education agencies and OE's Division of Plans and Supplementary Centers
57 Librarian training	Higher Education Act of 1965—title II-B	Increase opportunities for training in librarianship	8,250,000[5]	Colleges and universities	OE's Division of Library Services and Educational Facilities
58 Program for disadvantaged children	Elementary and Secondary Ed. Act—title I (P.L. 89-10)	To meet special educational needs of educationally deprived children	1,078,000,000	Local school districts	State education agencies
59 Program for special education of migratory children	Elementary and Secondary Ed. Act—title I (P.L. 89-10, amended by P.L. 89-750)	To improve the education of children of migratory agricultural workers	45,000,000	Local school districts	State education agencies
60 Program for children in local and State operated institutions for the neglected and delinquent	Elementary and Secondary Ed. Act—title I (P.L. 89-10, amended by P.L. 89-750)	Improve the education of delinquent and neglected children in institutions	27,000,000	State parent agencies, local school districts	State education agencies
61 Programs for the handicapped in State supported schools	Elementary and Secondary Ed. Act—title I (P.L. 89-313, amended)	Programs for children in State operated or supported schools for the handicapped	29,700,000[3]	State education agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
62 Program for Indian children	Elementary and Secondary Ed. Act—title I (P.L. 89-10, amended by P.L. 89-750)	To provide additional educational assistance to Indian children in federally operated schools	9,000,000	Bureau of Indian Affairs schools	Bureau of Indian Affairs, Department of Interior
GROUP III: For teacher and other professional training and student assistance					
1 Physical education and recreation for the handicapped	P.L. 90-170 (Mental Retardation Amendments of 1967)	Training professionals of physical education and recreation personnel for the handicapped	300,000[5]	Public and other nonprofit institutions of higher education	OE's Bureau of Education for Handicapped, Division of Training Programs
2 Desegregation training grants	Civil Rights Act of 1964	Improve ability of school personnel to deal with desegregation problems	(See II-9)[5]	Teachers and other personnel of public schools	Participating institutions (information from OE's Division of Equal Educational Opportunities)
3 Teacher Corps	Education Professions Development Act—part B-1	Strengthen education of disadvantaged children, encourage colleges and universities in teacher preparation programs by attracting and training teacher-interns	20,900,000	State and local education agencies, colleges and universities	OE's Bureau of Educational Personnel Development, Teacher Corps

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
4 State plan to attract and qualify classroom personnel to meet critical shortages	Education Professions Development Act—part B-2	Provide State grants to help local communities attract and qualify persons to meet immediate critical shortages of classroom personnel	15,000,000	State education agencies	OE's Bureau of Educational Personnel Development (local districts apply to State education agencies)
5 Education Personnel Fellowships	Education Professions Development Act—part C	Improve the quality of education of experienced and prospective elementary and secondary personnel	35,000,000	Prospective and experienced educational personnel	Participating institutions, local and State education agencies (information from OE's Bureau of Educational Personnel Development)
6 Educational personnel training programs	Education Professions Development Act—part D	Train and retrain educational personnel and teacher aides to strengthen personnel development from preschool through postsecondary vocational school	45,000,000	Prospective and experienced education personnel	Participating institutions, local and State education agencies (information from OE's Bureau of Educational Personnel Development)
7 Faculty research/study abroad	Mutual Educational and Cultural Exchange Act	(See II-41)	(See II-12)[5]	(See II-40)	(See II-40)
8 Leadership and vocational training grants	Government and Relief in Occupied Areas	Provide opportunities for Ryukyuans to observe and study in U.S. to improve education, economy	170,000	Ryukyuan nationals selected by their government	Ryukyuan Island government in cooperation with Higher Commissioner (information from OE's Institute of International Studies)
9 Fellowships for Ph.D. dissertation research abroad in modern foreign languages and area subjects (excludes English, French, German, Italian, Peninsular Spanish)	Mutual Educational and Cultural Exchange Act	Enable U.S. institutions to sponsor study abroad by advanced graduate students with a teaching goal	(See II-12)[5]	Colleges and universities with graduate programs in language, area, or international studies	OE's Institute of International Studies
10 Foreign teacher development	Mutual Educational and Cultural Exchange Act	Provide opportunity for foreign educators to observe U.S. methods, curriculum, organization (elementary and secondary)	900,000[5]	Foreign educators (administrators, teacher trainers, education ministry officials)	U.S. embassies, educational commissions, foundations abroad (information from OE's Institute of International Studies)
11 Fulbright-Hays teacher exchange	Mutual Educational and Cultural Exchange Act	Promote international understanding by exchange of teachers between U.S. and foreign nations	16,050[2]	Elementary and secondary teachers, college instructors, and assistant professors	OE's Institute of International Studies
12 Media services and captioned films; loan program; training grants	Media Services and Captioned Films	Improve quality of instruction available to deaf persons	(See II-8)[5]	Persons who will use captioned film equipment	OE's Bureau of Education for Handicapped, Division of Educational Services
13 Graduate fellowships	National Defense Education Act—title IV	Increase the number of well-qualified college teachers	70,000,000[5]	Prospective college teachers working toward doctoral degrees	Participating institutions (information from OE's Division of Graduate Programs)
14 College work-study	Higher Education Act of 1965—title IV	Provide part-time employment for postsecondary students	(See II-34)	Postsecondary students	Participating institutions (information from OE's Division of Student Financial Aid)
15 Foreign language fellowships (excludes English, French, German, Italian, Peninsular Spanish)	National Defense Education Act—title VI	Assist in the training of teachers and other specialists in modern foreign languages and area studies	(See II-51)[5]	(See III-18, 20, 21, 24; IV-5)	Individuals apply to participating institutions (information from OE's Institute of International Studies)
16 Student loans	National Defense Education Act—title II	Provide for low-interest loans to college students	190,000,000	College students	Participating institutions (information from OE's Division of Student Financial Aid)
17 Educational opportunity grants	Higher Education Act of 1965—title IV-A	Assist students of exceptional financial need to go to college	(See II-37)	College students of exceptional financial need	Participating institutions (information from OE's Division of Student Financial Aid)
18 Modern foreign language graduate fellowships for intensive summer language study and/or academic year	National Defense Education Act—title VI	Enable U.S. institutions to assist graduate students training to be teachers or other specialists in language-area studies	(See II-51)[5]	Colleges and universities with language-area studies programs or summer programs of intensive study	OE's Institute of International Studies
19 National Teaching Fellowships	Higher Education Act of 1965—title III	Augment the teaching resources of developing institutions	(See II-31)[5]	Highly qualified graduate students or junior faculty members from established institutions	Participating institutions (information from OE's Division of College Support)
20 Modern foreign language undergraduate stipends (summer only)	National Defense Education Act—title VI	Enable institutions to assist undergraduates' intensive study of a non-Western language (summer only)	(See II-51)	NDEA language and area centers or institutions with intensive summer programs of language study	OE's Institute of International Studies
21 Faculty development grants for academic year and summer in foreign language and area studies	National Defense Education Act—title VI	Strengthen and improve teaching of non-Western languages and related area studies	(See II-51)[5]	Colleges and universities	OE's Institute of International Studies
22 Interest benefits for higher education loans	Higher Education Act of 1965—title IV-B	Provide interest benefits for student loans through commercial lenders	61,235,000	Students in eligible institutions of higher and vocational education	Participating lenders (information from OE's Division of Student Financial Aid)
23 Faculty development grants for summer seminars in language and area studies	National Defense Education Act—title VI	Enable U.S. institutions to develop new programs of foreign language and related area studies	(See II-51)[5]	Colleges and universities	OE's Institute of International Studies
24 Cuban student loans	Migration and Refugee Assistance Act	Aid needy Cuban refugee college students to finance their education	(See II-33)	Cubans who became refugees after January 1, 1959	Participating institutions (information from OE's Division of Student Financial Aid)
25 Librarian fellowships and traineeships	Higher Education Act of 1965—title II-B	Increase opportunities throughout the Nation for training in librarianship	(See II-57)[5]	Fellows and others undergoing training in librarianship and related fields	Participating institutions (information from OE's Division of Library Services and Educational Facilities)
26 Technical assistance, training grants	Act for International Development of 1961	Provide specialist training to foreign educators and strengthen education and economy in developing nations	1,500,000[5]	Foreign nationals from countries with which U.S. has bilateral technical assistance agreements	AID Mission with the concurrence of the local education ministry (information from OE's Institute of International Studies)

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
27 Occupational training and retraining	Manpower Development and Training Act	Train unemployed and underemployed persons in all sections of the Nation	(See II-48)	Persons referred by State employment services	Participating institutions (information from OE's Division of Manpower Development and Training)
28 Fellowships for higher education personnel	Education Professions Development Act—part E	Training persons to serve as teachers, administrators, or educational specialists in higher education	6,900,000	Institutions of higher education with graduate programs	OE's Division of Graduate Programs
29 Vocational teacher training grants	Vocational Education Amendments of 1968	Improve qualifications of vocational education teachers	(See II-7)[5]	Teachers of vocational education subjects	Participating institutions (information from State boards of vocational education or OE's Div. of Voc.-Tech. Education)
30 Adult basic education teacher training grants	Adult Education Act of 1966	Improve qualifications of teachers of adult basic education courses	(See II-47)[5]	Teachers and teacher trainers of adult basic education courses	Participating institutions (information from OE's Div. of Adult Education Programs)
31 Researcher training grants	Cooperative Research Act (amended by ESEA—title IV)	Improve qualifications of educational researchers	6,750,000[5]	Present and prospective researchers in education	Participating institutions (information from OE's Division of Higher Education Research)
GROUP IV: For research					
1 Educational research (research, surveys, and evaluations)	Cooperative Research Act (amended by ESEA—title IV)	Support research on the improvement of education at all levels and in all subject areas	15,167,000	Colleges, universities, State education agencies, private or public groups, or individuals	Research Analysis and Allocations Staff, Bureau of Research
2 Educational research (demonstrations and development)	Cooperative Research Act (amended by ESEA—title IV)	Support development and demonstration of educational materials, processes, and organizational arrangements at all levels	8,500,000	(Same as IV-1)	Research Analysis and Allocations Staff, Bureau of Research
3 Education Resources Information Center (dissemination of research)	Cooperative Research Act (amended by ESEA—title IV)	Provide for dissemination of research findings to the educational community	3,100,000	(Same as IV-1)	OE's Division of Information Technology and Dissemination
4 Educational media research and demonstration	Cooperative Research Act (amended by ESEA—title IV)	Support research on educational uses of television, radio, motion pictures, and other media	4,200,000	(Same as IV-1)	OE's Division of Higher Education Research
5 Foreign language and area research	National Defense Education Act—title VI	Support research on improved instruction in modern foreign languages and materials development and area studies	2,750,000	Colleges and universities, public school systems, professional organizations, individuals	OE's Institute of International Studies
6 Library research and demonstration	Higher Education Act of 1965—title II-B	Support research and demonstrations on libraries and library personnel training	3,000,000[5]	Colleges, universities, agencies, and organizations	OE's Division of Information Technology and Dissemination
7 Special centers for research and development	Cooperative Research Act (amended by ESEA—title IV)	Conduct research on the major problems of education	10,800,000	Colleges, universities, agencies, and organizations	OE's Division of Educational Laboratories
8 Educational laboratories	Cooperative Research Act (amended by ESEA—title IV)	Provide for development and testing of educational innovations until ready for use in classroom	23,600,000	Colleges, universities, agencies, and organizations	OE's Division of Educational Laboratories
9 Vocational research	Vocational Education Act of 1963—section 4-C	Support research, training, and pilot programs for special vocational needs	11,550,000	State and local education agencies, colleges and universities, nonprofit organizations.	OE's Division of Comprehensive and Vocational Education Research
10 Handicapped research and demonstration	Mental Retardation Facilities . . . Act and others	Promote research and demonstration on education of the handicapped	12,800,000	State education agencies, local school districts, nonprofit private organizations, public groups	OE's Bureau of Education for Handicapped, Division of Research
11 Faculty research/study	Mutual Educational and Cultural Exchange Act	(See II-40)	(See II-12)	(See II-40)	OE's Institute of International Studies
12 Foreign studies extension	Mutual Educational and Cultural Exchange Act	(See II-26)	(See II-12)	(See II-26)	OE's Institute of International Studies
13 Graduate fellowships for Ph.D. dissertation research overseas in modern foreign languages and area studies	Mutual Educational and Cultural Exchange Act	(See III-3)	(See II-12)	(See III-3)	OE's Institute of International Studies
14 Physical education and recreation for the handicapped	P.L. 90-170 (Mental Retardation Amendments of 1967)	To do research in areas of physical education and recreation for handicapped children	300,000	State or local education agencies, public or nonprofit private educational or research agencies and organizations	OE's Bureau of Education for Handicapped, Division of Research
15 Media research (handicapped)	Captioned Films . . . and others	Promote better media services to handicapped persons	1,800,000	(See II-8)	OE's Bureau of Education for Handicapped, Division of Educational Services

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1 Figures in parentheses indicate estimated amounts or money carried over from prior years, rather than fiscal year 1969 appropriations.

2 Does not include approximately $500,000 in foreign currencies appropriated to Department of State and assigned to commissions and foundations abroad for international transportation and maintenance costs but not transferred to HEW, nor does it include supplementary dollar grants to Americans provided by the State Department.

3 At least 15 percent for handicapped.

4 For State contracts only.

5 Programs which include educational personnel training.

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